DOCUMENT RESUME

ED 105 261 CE 003 568

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TITLE	Developing Your Potential: Fifth Grade.
INSTITUTION	Arizona State Dept. of Education, Phoenix.
PUB DATE	Jun 73
NOTE	119p.; For related documents, see CE 003 563-571
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	Activity Units; Affective Behavior; Career Awareness; *Career Education; *Curriculum Guides; Educational Strategies; Elementary Education; Grade 5; Group Instruction; Individual Development; Individual Instruction; Instructional Materials; Lesson Plans; *Personal Growth; Positive Reinforcement; Resource Materials; *Self Actualization; Self Esteem; Teaching Procedures; *Unit Plan

ABSTRACT

The fifth grade instructional unit is part of a field tested grade school level career education series, designed to assist learners in understanding how present experiences relate to past and future ones. Before the main body of the lessons is described, key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks. Instructional procedures are presented in three sections--an introduction, learners' tasks, and a summary. Some supplemental activities are presented, strategy and resource profiles provided, and assessment procedures outlined. Providing a situation for the learner in which it is socially acceptable to rationally and systematically seek to identify his potentialities, the lessons utilize activities that deal with the first fundamental idea of the unit, recognition of the positive. The second major unit concept is action, helping the learner acquire a repeating consistent procedure in which these recognized positive aspects can be reflected in his daily activities. The 8-hour unit, suitable for group and individual instruction, deals with the affective domain and is not related to any curriculum area. Field test teachers found the unit especially useful for minority/poverty area students. (MW)

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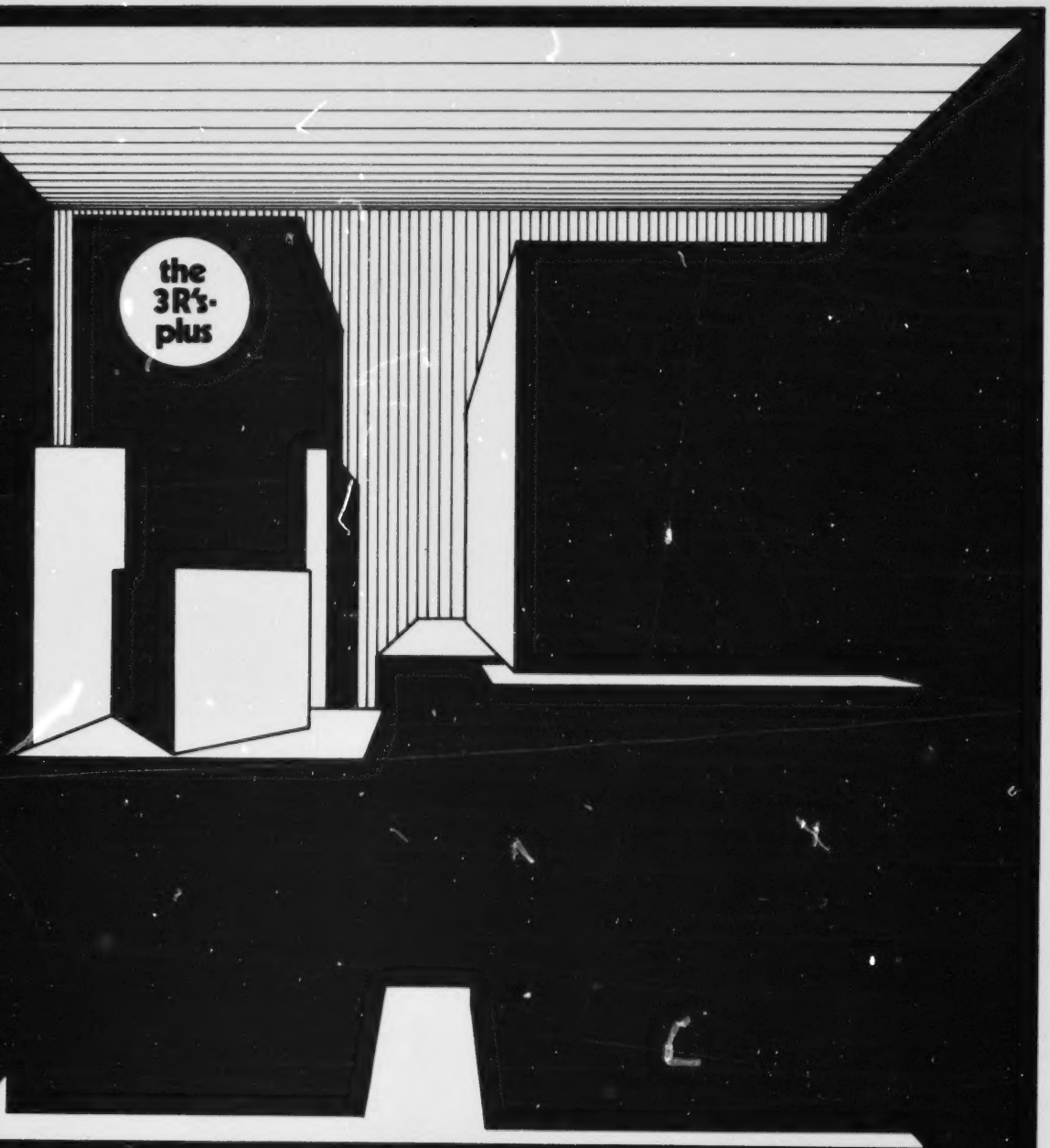

DEVELOPING YOUR POTENTIAL

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DEVELOPING YOUR POTENTIAL

FIFTH GRADE

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ARIZONA DEPARTMENT OF EDUCATION

June, 1973

Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

CAREER EDUCATION RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARN TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

DEVELOPING YOUR POTENTIAL

This instructional unit, which relates to the Career Education outcome, has been field tested in the State of Arizona. A report of the field test results is available upon request.

This unit is a suggested procedure. Feel free to adapt it to meet the needs of your particular students and situation. The following are suggestions made by the field test teachers.

OVERVIEW:

1. This unit should be used at the beginning of the year and reinforced all year long. It was especially good for minority/poverty area students.

2. The teachers found the lessons took more time than indicated.

3. It was suggested that the lesson could be best delivered every three or four days rather than every day.

4. Combining some of the individual activities into small group activities was a suggestion that would vary the approach.

SPECIFICS:

Lesson One

1. It was suggested that more time should be taken at the beginning to make sure students are ready for the unit in terms of understanding what they are to do and to help them build up their self-confidence.

2. The book, Guide to Developing Your Potential, is recommended but not required.

3. The assessment items could be combined into one evaluation for the total unit or you might like to combine several of them to make up several evaluations throughout the unit.

4. The "Happy Times" on page 35 should be saved for use in Lesson Two.

Lesson Two

1. Establish time for developing the short-range goals.

2. The lesson could be split into two sessions--(1) short-range goals and (2) long-range goals.

3. Rather than using a transparency of "Happy Times I Could Have Again" on page 47, have students use their papers from Lesson One.

4. A short-range goal is defined under the concepts in Lesson Two, page 37.

Lesson Three

Allow some time to elapse between Lessons Four and Five - or - combine the two.

Lesson Six

To lessen the paperwork, you might want to:

1. Eliminate the transparency "definitions and examples of personal strength," page 115.

2. Eliminate the worksheet, "other examples of strength that people have," page 117.

3. Combine the above into a discussion.

Lesson Seven

1. You may want to read and explain the "understanding values--information sheet" on page 137 and have the students make a list of things they value.

Lesson Eight

1. Review the difference between short-range and long-range goals.

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UNIT DESIGN

Overall Purpose

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

Concepts

The concepts of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these concepts be implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

Performance Objectives

The performance objectives are derived from the concepts and are intended to specify the expected behavior of the learners.

Lessons

The lessons will help the instructor meet the performance objectives and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described, key

items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.

TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt has been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task.

SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

Resources

Instructional resources (materials, equipment, and/or persons) are suggested in the lesson. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only prepare a ditto master. A *Unit Resource Profile* has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

Assessment Procedures

The purpose of the assessment procedures is to determine if the learners need additional assistance in meeting the performance objectives.

The descriptions and directions to all items, are presented along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to use the assessment item(s) after each lesson.

UNIT OVERVIEW

Purpose of This Unit

According to Dr. Herbert Otto[1], many of today's leading thinkers in the behavioral sciences assert that "the average normal individual is functioning at not more than ten percent of his potential."* It is the major purpose of the lessons in this unit to teach the student some techniques which can help him to use more of his potential and to become more fully functioning.

By "more fully functioning" it is meant that the individual is using more of his abilities and talents; he is able to be more productive; better able to have satisfying relationships with other persons; better able to lead a life which is rich, full, and satisfying, and in which he is a happier, more optimistic and purposeful individual.

The power and effectiveness of this unit hinge simply on two major ideas:

1. RECOGNITION OF THE POSITIVE: An individual can increase his capability in identifying the positive aspects (potentialities) in himself and in others. By "Positive aspects" we mean: (a) one's talents, strengths or capabilities; (b) his capacity for joyful or satisfying experiences, and (c) one's motivators, desires and values.

[1] Otto, Herbert A., Guide to Developing Your Potential, Wilshire Book Co., Hollywood, Calif. (1970)

*Since these, and many of the ideas in these lessons are new, and may need further elaboration or clarification, it is highly recommended that the above book by Dr. Otto be read prior to teaching this unit.

2. ACTION: After identifying those things which are positive in one's life, an individual can learn goal setting techniques to actualize them. That is, one can build upon his talents, and put his sincere desires, dreams and personal values into action so that his day to day activities reflect those things which are most important in his life.

The first of these two ideas has to do with the fact that a person can't function at his optimum abilities if he doesn't think much of himself; or if he feels that others do not think much of him; or if he does not feel he is capable of enjoying life or having fun; or if he has never systematically explored what his potentialities are; or if he has never been given practice in identifying strengths in others; or in gracefully acknowledging the strengths others can see in him.

Unfortunately, our culture does not encourage the acknowledgement of strengths and abilities. Often heard are such remarks as "Awww, I'm not such a good football player (piano player, cook, musician, etc.) it was just luck..." or "I can't remember names as well (work as hard, dance as well, remember as well, write as well, talk as well, dress as well, etc.) as other people." Very rarely does one hear someone honestly acknowledge, "I am a good athlete" or "I am persistent." The braggart will say these things, but often even he isn't certain whether he really believes what he says. The teacher can try the following five minute exercise. (Suggested and used by Dr. James McHolland, Director of the Human Potential Project, Kendall College, Evanston, Illinois). Ask the students to make a list of all their weaknesses, bad points, shortcomings, or things they are NOT good at. Then have them make a list of all their strengths, good points, and the things they do well. The list of weaknesses is in most cases many times longer than the list of strengths and good points.

There are many forces in our society which tend to make an individual feel inadequate; the apparent superiority, glamour, and abilities of characters on television and in advertisements; the deprecating or destroying statements of parents, adults, teachers, friends and enemies; failure in school, failure of one's parents; prejudicial forces against races, nationalities, sex, social status, etc. If a child is unable to resolve a problem (such as being accepted by classmates, learning to read) which may take

months or even years of attempting to deal with, is it so surprising that he feels impatient or inadequate when the kids on "Partridge Family" are confronted with a problem which is solved or resolved in 28 minutes (including time-out for 12 commercials).

This unit is designed to provide a situation for the learner in which it is socially acceptable to rationally and systematically seek to identify his potentialities. The lessons seek to teach the learner HOW to do this and also to provide (at least briefly), a setting in which it is acceptable to acknowledge the positive aspects both in one's self and of others. The lessons "Recalling Happy Times," "Achievement-Success Recall," "Personal Value Clarification," "Own (and other) Strength Identification" all deal with the first fundamental idea of this unit, "Recognition of the Positive."

The second major idea and theoretical assumption of this unit is expressed by the word "action." The purpose in the first of the two ideas is to help the learner identify WHAT he wants to do with his time and his life. The purpose of this second idea is to help the learner acquire a repeating, consistent procedure by which those positive aspects which he has identified in himself can be reflected in his daily activities.

The KEY to the value of goal-setting as proposed in this unit is that the learner set goals often enough and realistically enough that he learns the power and influence they can have on his life. The trouble with most goals (or resolutions) is that they may not be realistic, or may be soon forgotten. These goals may require an unrealistically large change in behavior, or may not be something the person really wants, and the person never succeeds in achieving the goal and stops. Take New Year's Resolutions for example. These are usually set once a year, and people seldom succeed at them. If they are lucky, the resolution may last until February, then the person gives up on it, and doesn't try to change himself until one year later. What we are suggesting is a pattern in which short range goals are set regularly, and are set in relationship to longer range goals which are periodically reviewed and adjusted.

Intended Use Of This Unit

This unit was developed by persons experienced in methods of developing human potential and in classroom instruction, and reviewed by curriculum personnel not associated with its

developmental effort.

GRADE PLACEMENT

This unit has been written to be primarily used at the fifth grade level.

SUBJECT AREA

All of the lessons in the unit deal with the affective domain and are NOT related particularly to any area of the curriculum.

DURATION

The lessons within the unit have been written to provide a total of eight hours instructional time.

GROUPING

The unit lends itself to varied types of grouping.

Preparing To Teach This Unit

Two *Unit Profiles* which follow this section have been prepared to give you an overview of the time, content, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis which will assist you in gaining a general understanding of the entire unit.

SPECIAL CONSIDERATIONS

Lesson One - It is a fairly new and unusual idea that the study of his "happy times" or peak experiences can help a person become more active, productive, or to understand himself better and begin to identify his potentialities. The procedure used in this lesson is based on successful methods

used by Otto[2] and by McHolland.[3]

"Happy times" is meant to be similar to Abraham Maslow's concept of "peak experience," about which he said:

> "The word peak experience is a generalization for the happiest moments of life, for experiences of ecstasy, rapture, bliss or the greatest joy."[4]

Both Otto's and McHolland's methods of peak experience-recall are based on this concept of Maslow's.

Otto says:

> "Moments of joy give us new energy and vitality - the energy and vitality needed to actualize our possibilities. It is crystal clear that our greatest moments of joy bring us a heightened sense of well-being, the feeling that we are glad to be alive and that we would like to share this abundance with our fellow man. It is in this spirit that the attainment of joy helps us to unfold our potential."[5]

And McHolland adds:

> "Implicit in this entire method (of recalling peak experiences) is that peak experiences can and need to be studied for self-awareness of potential and strengths."[6]

[2]Otto, Herbert A. Group Methods to Actualize Human Potential, p. 255. The Holistic Press, 160 South Robertson Blvd., Beverly Hills, CA 90211 (1973)

[3]McHolland, James. Human Potential Seminar, Leader's Manual, p. 22. Human Potential Project, Kendall College, Evanston, Ill. (1970)

[4]Maslow, A.H., "Fusion of Facts and Values," American Journal of Psychoanalysis, ch 23:117-31, 1963.

[5]Otto, loc cit. p. 255.

[6]McHolland, loc cit.

Both Otto and McHolland indicate that the recalling and sharing of peak experiences is itself a pleasant experience and that persons often want to continue with peak experience recall for a long period of time. For this reason, it is better that a minimum of time be spent on the introduction of the purpose of the unit and the definition of the term "potentialities." This will leave more time for the major objective of the lesson, which is the recalling of "happy times."

There are two purposes in beginning these lessons with the "Happy Times" method:

1. The "Happy Times" method provides a pleasant and motivating experience to introduce the unit.

2. The learners generate a list of pleasant experiences, some of which can be used as motivating activities for goal setting, which is introduced in the next lesson. This sequence is important to the success of these lessons.

Since many of the ideas in these lessons are new, and may need further elaboration or clarification, and the success of these lessons depends to a great extent on the attitude and preparation of the instructor, it is highly recommended that the following book by Dr. Otto be read prior to teaching these lessons:

Guide to Developing Your Potential by Herbert A. Otto, Wilshire Book Co., Hollywood, Calif. (1970).

Lesson Two - An unwritten objective of this Unit is that the learners will continue to set goals for themselves after completing the instruction. The instructor should NOT be critical of the learner's early efforts at goal writing, but should encourage and praise ANY goals written at first.

Lesson Three - Beginning with Lesson 3, each time the class meets for a lesson the learners will begin by filling out a "Goal Follow-Up Form" which tells whether or not they reached the goal(s) they set in the previous lesson. As the learner reports on a goal which he has NOT achieved, he does NOT explain why he failed to achieve the goal, but rather, what he did instead. Doing this serves to prevent possible embarrassment to the learner and also helps him to learn more about his own actions.

As with all activities in these lessons, goal setting should be a pleasant experience for the learners. A learner who would rather not talk about his goals should not be forced to do so. In respecting the learners' feelings and praising wherever possible, it is hoped that the learners will continue to set goals for themselves after completing the instruction.

Lesson Four - Since the learners are often talking about themselves in these lessons and occasions might arise which possibly could involve items of a personal nature, the privacy of the learners should definitely be respected. For this reason, the learners are told the following rule:

> RULE: Anyone who does not want to talk about his successes or participate in any of the other activities such as goal reporting or follow-up, has the right to say "I Pass." By doing this, the learner is given the right at any time to not have to answer or take part in any activity.

If the learners know that at any time they say "I Pass" the attention will be focused on another person, they are much more likely to participate in activities. It is particularly important that you respect this right of the learners so that these activities are a pleasant experience that they will want to continue after the instruction ends.

Lesson Five - Prior to this lesson, compile a list with each learner's name and at least one strength that you can see that each learner has. This will help you be better able to encourage learners who do not feel they have any strengths at all.

Lesson Six - It will be especially helpful if you can add to the lists of strengths you began in preparation to Lesson 5. This will help as you work with learners in compiling strengths that they see in other learners.

Lesson Seven - Fill out the worksheet "Values Clarification" so that you can share your results with the learners.

Lesson Eight - Write down one or more personal long-range goals you plan to accomplish. Also write the short-range goals that you believe that you will need to achieve in order to reach the long-range goal. Share these goals with the learners.

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
1	60 min.	Learners recall and write down several happy and fun experiences they have had.	Questioning Discussion Self-Directed Activity
2	60 min.	Learners will learn the meaning of the terms "goal" and "goal setting." They will set a short-range goal to be accomplished by the next lesson.	Discussion Questioning Self-Directed Activity
3	60 min.	The learners will report to the class whether or not they were successful in their goal setting and will prepare a *Personal Growth Logbook*.	Discussion Self-Directed Activity
4	60 min.	The learners will report on goals they have set and will list several successes, achievements and satisfying experiences in their lives.	Discussion Self-Directed Activity
5	60 min.	The learners will report on goals set in the previous lesson, will list strengths they see in themselves and will set a new goal to be achieved by the following lesson.	Class discussion Self-Directed Activity

UNIT CONTENT/STRATEGY PROFILE

Lesson	Time	Content	Instructional Strategies
6	60 min.	Learners identify and list strengths they can see in themselves and in others.	Class discussion Self-Directed Activity
7	60 min.	Learners report on goals set in the previous lesson, learn the meaning of the term "values", complete values clarification work-sheet, and list their top values.	Class discussion Self-Directed Activity
8	60 min.	Learners will state short-range goals in order to achieve their long-range goals.	Class discussion Self-Directed Activity

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
1	Worksheet: *Happy Times* Transparency masters: 1. *Knowing* 2. *Your Potentialities* Assessment item: *Product Assessment Form*	Overhead projector Marker
2	Transparency masters: 1. *Happy Times I Could Have Again* 2. *Understanding Goals* 3. *Short-Range Goal Setting* Sample transparency master: *Short-Range Goal Setting* Worksheet: *Short-Range Goal Setting* Assessment item: *Product Assessment Form*	Overhead projector Marker

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
3	Transparency masters: 1. *Advantages of Goal Setting* 2. *Goal Follow-Up Form* Worksheets: 1. *Goal Follow-Up Form -* 2. *Goal Setting and Follow-Up Form* Information sheet: *Advantages of Goal Setting* Assessment item: *Product Assessment Form*	Overhead projector Marker Lined writing paper Construction paper Crayons or markers Three-hole paper punch
4	Transparency master: *Success and Achievement* Worksheet: *Success-Achievement* Assessment item *Product Assessment Form*	Overhead projector Marker Three-hole paper punch *Personal Growth Log-book*
5	Transparency masters: 1. *Personal Strengths* 2. *Purposes of Strength Identification* 3. *Rule of the Positive*	

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
5 Continued	Worksheet: *Own-Strength Identification* Assessment item: *Product Assessment Form*	*Personal Growth Logbook* (Developed by learners in Lesson 3) Overhead projector Marker Three-hole paper punch
6	Transparency masters: *The Purpose of Knowing our Own Strengths* *Definitions and Examples of Personal Strengths* *Other Examples of Strengths That People Have* *The Purpose of Looking for Strengths in Others* Worksheets: *Other Examples of Strengths That People Have* *Others Tell my Strengths* *Others' Strengths*	Overhead projector Marker *Personal Growth Logbook* Three-hole paper punch Prepared list of learners' strengths from Lesson 5

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
6 Continued	Information sheets: *Definitions and Examples of Personal Strengths* Assessment item: *Product Assessment Form*	
7	Transparency masters: 1. *Understanding Values* 2. *Examples of Values* Information sheet: *Understanding Values* Worksheet: *Values Clarification* Assessment item: *Product Assessment Form*	Overhead projector Marker Three-hole paper punch *Personal Growth Logbook* (developed by the learners in previous lessons)
8	Transparency masters: 1. *Understanding Long-Range Goals* 2. *Examples of Long-Range Goals* 3. *Long-Range or Short-Range?* Worksheet: *Long-Range Goal Setting* Assessment item: *Product Assessment Item*	Overhead projector Marker Three-hole paper punch *Personal Growth Logbook*

INSTRUCTIONAL SEQUENCE

RECALLING HAPPY TIMES

LESSON ONE

CONCEPTS

All people have undiscovered or little-used talents which they can find out about and learn to use.

There are several ways that a person can learn what his talents are.

One way a person can begin to learn about himself and get ideas about his talents is by recalling and writing down pleasant and happy experiences in his past.

PERFORMANCE OBJECTIVE

The learner will recall and write down several experiences which for him were happy, fun, and pleasant.

LESSON TIME

60 minutes

NEW VOCABULARY

Potentialities - the talents and abilities which one has but has not discovered or used

Prerequisite Knowledge

Understanding of the words talent and ability

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Worksheet: *Happy Times* Transparency Masters: 1. *Knowing* 2. *Your Potentialities* Assessment item: *Product Assessment Form*	Overhead projector Marker

Instructor Preparation Tasks

Prepare the following overhead transparencies:

1. *Knowing*
2. *Your Potentialities*

Duplicate the *Product Assessment Form* for instructor's use.

Duplicate one copy of the worksheet *Happy Times* for each learner.

Acquire an overhead projector and a marker for use with the transparencies.

Instructional Procedures

INTRODUCTION

It is the major purpose of these lessons to teach the learners some techniques which can help them to identify their potentialities. In addition to learning more about himself and

getting some indications of his potentialities, the learner is helped to begin to take action (set goals) that will help him to develop them.

Begin the lesson by asking the learners if there are some things they would like to do better such as:

1. Be able to run faster
2. Have more friends
3. Get along with his family better
4. Learn to play a musical instrument
5. Get better grades in school

Ask the learners to tell you some things they would like to have.

Possible Responses:

1. *Build a race car*
2. *Have more friends*
3. *Be on the baseball team*
4. *Have more money*
5. *Be stronger*
6. *Play the piano*

Show the transparency *Knowing*, and introduce the purpose of these lessons by telling the learners that this lesson and the ones that follow will help them learn to do more of the things they want to with their life. Explain that they will be learning some things about themselves, such as what they like to do and what they are good at doing. Explain that people who are doing things that they like doing and are good at doing are usually happier and respected more by others. Tell them that in these lessons they will be writing down some happy times they have had, things they are good at doing, and things that are important to them (their values). Tell the learners that they will also be learning ways to start doing more of the things they want to do (by setting goals).

Show the upper portion of the transparency *Your Potentialities* on the screen to show only the definitions. Define the term *potentialities* as a person's talents and abilities which he has but has not discovered or used. Read to the learners the following example of Douglas:

Douglas did not think he was good at music. He did

want to play the guitar, though, and decided to get a man to teach him. Now Douglas can play some tunes on the guitar, and his friends like to hear him play. Douglas had the potentiality of becoming a good guitar player, but he didn't discover it until he got someone to teach him how to develop this talent.

Explain that everybody can discover things about themselves that they can learn to do well. These undiscovered "things" are their potentialities.

Show the list of examples of potentialities on the transparency. Ask the learners to tell you some other examples of petentialities. As they do so, list the responses on the transparency.

Possible Responses:

1. *To play the guitar, play music, or sing*
2. *To grow things, to grow a garden, or work in a nursery*
3. *To draw pictures*
4. *To sew clothes*
5. *To make things attractive; to clean, straighten, arrange*
6. *To be friendly, to get along with people, friends, and family*

Tell the learners that today they will begin to learn some things about themselves by filling out a *Happy Times* worksheet.

TASKS

Tell the learners the rules for filling out the sheet as follows:

Rule 1 Have the learners write down as many happy, pleasant, and fun experiences as they can think of, such as riding their bicycle in the park, ice-skating, playing with their friends, etc.

Determine if the learners understand Rule 1. Ask them to tell you some of their happy times.

Possible Responses:

1. *Visiting my grandfather's farm*
2. *Playing baseball*
3. *Sewing doll clothes*

Rule 2 If the experience is one which they could arrange to have happen again, they should put a "yes" in the right hand column of the worksheet, and if the experience is one that they could NOT arrange to have happen again, they should put a "no" in the right hand column.

Tell the learners that if they answer "yes," they might be able to have the experience happen again, this means that maybe they can PLAN to do this thing again. Explain that we are not helpless in arranging what we do so that we can have these special experiences again. Tell them that happy experiences are not just good luck or a lucky situation that we must just wait to happen by chance. Explain that because man can think, he can plan his actions and can learn to do more things that he wants to with his life.

Determine if the learners understand the second rule by asking them what the "yes" and "no" stand for in the last column of the worksheet.

Possible Responses:

1. *If we put down yes, then maybe we can plan to do the happy time again.*
2. *If we put down no, then this was something that can never happen again.*

Some learners may feel an experience is something that could happen again but that they do not have any choice in whether or not it will happen again. Explain that this may be true but that in the next lesson they will be learning to set goals, which will help them do many more things than if they do not set goals.

Rule 3 The learners may write down any experience which was happy or pleasant for them, rather than what they think the teacher wants as a "right" answer. This means that the learner

should write down what is important to him and not what he thinks the instructor wants.

Hand out the *Happy Times* worksheet, and tell the learners to complete them as explained. Tell them that you will be collecting their sheets so that you can save them for a scrapbook they will be making.

As the learners are filling out their worksheets, talk with and encourage any learner who may have a difficult time recalling and writing down happy experiences. Tell the learner who is having difficulty that he does not have to write down the very happiest experiences possible, but just those that he can remember. As the teacher, it is important that you be positive and supportive of any experiences which the learner thinks of at first, because if you do, he will be much more likely to remember and write down more experiences as the lessons proceed.

When most of the learners have finsihed listing their experiences, ask for volunteers to share one of their "Happy Times" experiences with the class. Tell the learners that they can add to their own list if hearing others experiences remind them of one of their own that they had forgotten to write down.

Spend as long on this sharing of experiences as seems appropriate in terms of learner interest or allowable time.

SUMMARY

Tell the learners that by writing down their happy experiences, they have seen one way that they can begin to learn more about themselves. They have begun to learn about the types of things they like to do. Also, if they have had happy times before, often they can arrange to do these things again.

Ask the learners to tell you a happy time that they think they can arrange to have again.

Possible Responses:

1. *I can visit my grandfather's farm again.*
2. *I enjoyed waxing the car and can do this again.*
3. *I can sew more dresses.*
4. *I can practice hard and try to get on the baseball team.*

Ask the learners if they can tell what things they like to do by looking at their list.

Possible Responses:

1. *I like athletics.*
2. *I like to make things with my hands.*
3. *I like to be outdoors.*
4. *I like to be with people.*
5. *I like to work at my father's business.*

Collect the worksheets, making certain each contains the name of the learner. Tell the learners if they think of other happy experiences, they will be able to add them to their list.

Tell the learners that in the next lesson they will be learning how to set goals which will help them to do more of the things they want to do and to use more of their potentialities.

Assessment Procedures

DESCRIPTION

The *Happy Times* worksheet completed by the learners during the lesson will assess achievement of the objective. A *Product Assessment Form* is included in the lesson.

DIRECTIONS

Check the *Happy Times* sheets to see that the learner has written down several experiences which could be considered happy, fun, or pleasant. Make any comments on the *Product Assessment Form* if it appears that a learner has not written positive experiences and perhaps needs further help or encouragement.

KEY

Instructor's satisfaction

Date_____

Lesson 1

ASSESSMENT ITEM

PRODUCT ASSESSMENT FORM

POSITIVE EXPERIENCE RECALL

Check to see that the learner has written down several experiences which could be considered happy, fun, or pleasant.

NAME	CHECK HERE IF POSITIVE EXPERIENCES ARE LISTED	COMMENTS

YOUR POTENTIALITIES

YOUR POTENTIALITIES ARE THE TALENTS AND ABILITIES WHICH YOU HAVE BUT HAVE NOT DISCOVERED OR USED

SOME OF YOUR POTENTIALITIES MAY BE:

TO BE ARTISTIC: TO PAINT, DRAW, OR CARVE

TO BE ATHLETIC: TO PLAY SPORTS, ICE-SKATE, RIDE YOUR BIKE

TO HAVE IDEAS

TO BUILD THINGS

TO WORK OR HELP OTHER PEOPLE

TO WRITE STORIES

TO READ AND LEARN

TO PLAY, HAVE FUN, HAVE FRIENDS

WHAT ARE SOME OTHERS YOU CAN THINK OF??

KNOWING

KNOWING WHAT YOU LIKE TO DO

KNOWING WHAT YOU CAN BECOME GOOD AT DOING

KNOWING THE THINGS THAT YOU THINK ARE IMPORTANT

... CAN HELP YOU TO BE HAPPIER AND LIKED BETTER BY OTHERS

HAPPY TIMES

Name_____

Date_____

Lesson 1

WHAT HAPPENED AND WHAT I DID DURING MY HAPPY EXPERIENCE	COULD I DO THIS AGAIN? YES	NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

SHORT-RANGE GOAL SETTING

LESSON TWO

CONCEPTS

Goal setting can help a person arrange his life in order to have more "Happy Times."

A short-range goal is something you want to accomplish in the very near future.

A short-range goal should show:

1. What you will do
2. How well you will do it or how many or how much you will do
3. When you will be finished

PERFORMANCE OBJECTIVE

The learner will write a personal goal which describes a specific observable, measurable action to be performed by a definite time (date should be given).

LESSON TIME

60 minutes

NEW VOCABULARY

Goal - something that one wants to do, to have, or to be

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Transparency masters: 1. *Happy Times I Could Have Again* 2. *Understanding Goals* 3. *Short-Range Goal Setting* Sample transparency master: *Short-Range Goal Setting* Worksheet: *Short-Range Goal Setting* Assessment item: *Product Assessment Form*	Overhead projector Marker

Instructor Preparation Tasks

Using the worksheet *Short-Range Goal Setting*, write down one or more goals to be accomplished by you and to be shared with the learners.

Prepare the following transparencies:

1. *Happy Times I Could Have Again*
2. *Understanding Goals*
3. *Short-Range Goal Setting*
4. Sample: *Short-Range Goal Setting*

Duplicate a copy of the worksheet *Short-Range Goal Setting* for each learner.

Duplicate the *Product Assessment Form* for instructor's use.

Acquire an overhead projector and a marker for use with the transparencies.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the previous lesson the learners listed some pleasant and happy experiences from their past. The reason for this was for the learners to begin to learn about themselves and get ideas about their potentialities. This list of "Happy Times" also was meant to possibly give the learners ideas for motivating activities for goal setting, which is introduced in this lesson.

The purpose of this lesson is to teach the learners the technique of short-range goal setting. They will be encouraged to set goals which they will have a high probability of success in achieving. The purpose for this is to make goal-setting a pleasant and rewarding experience which they will make a regular, repeating pattern in their lives.

Show the transparency *Happy Times I Could Have Again.* Remind the learners that in the previous lesson they wrote down some of their happy times.

Ask the learners to tell you some happy times they could have again by planning and making the necessary arrangements.

Possible responses:

1. *I could play tennis with my friends again.*
2. *I could get material and sew clothes.*
3. *I could play in the school band again.*
4. *I could hike into the country with my friend again.*

List the responses on the transparency as the learners respond.

Tell the learners that often it is possible to arrange our lives so that we can experience happy times as a result of planning for them. Tell the learners that in this lesson they are going to learn the very important process of goal setting, which will help them do more of the things they want to with their life.

Show the transparency *Understand Goals.* Define a *goal* as something you want to do, to have, or to be. Read over the examples of goals on the transparency, then ask the learners to tell you other examples.

Possible responses:

1. *I'm going to work on my model airplane tonight.*
2. *I am going to Mary's house after school.*
3. *I am going to finish my homework early tonight so I can watch television.*

List the learner's examples on the transparency overhead.

Tell the learners that their *Happy Times* worksheet they filled out in the last lesson may help them think of some goals to set. Explain to the learners that the reason for setting goals is that it helps them in many ways to do the things they want to.

TASKS

Show the transparency *Short-Range Goal Setting*, and explain to the learners that they will be setting some short-range goals today. Define a short-range goal as something that is easy and that they want to do before the next lesson (or sooner, if they wish). Explain each of the steps on the transparency, as follows:

1. A good goal should be something the learner WANTS to do. This is important because it helps insure that one will be successful in achieving the goal and in continuing to set goals. If the goal is something that is important and of particular value to the learner, and is something that he has freely chosen to do, then he will be much more likely to achieve it.

2. Short-range goals should be easy, small, and realistic. The short-range goal should be something the learner is quite certain he can do. (Long-range goals are the ones that are intended to challenge the learner and bring about large changes. How short-range goals are used to reach long-range goals is discussed in a later lesson.) The purpose of short-range goals is to have a person learn the regular, repeating action of deciding to do something, then SUCCEEDING in doing it. For this reason, a short-range goal can NOT be too small or easy. It is far more important to set several short-range goals that are ridiculously simple and succeed in achieving them than it is to set one short-range goal that is too difficult, then completely stop setting goals because of failure to achieve it.

3. The short-range goal should clearly stat what action is to be taken. Read the examples in the "What I Want to Do" column of the transparency.

4. Wherever possible, the short-range goal setting should show "How Much," "How Many," or "How Well" the goal will be done. This helps the person know whether he has reached the goal.

5. By deciding on their plans to complete a short-range goal, they are not so likely to fool themselves by putting off doing it or to keep saying "I'll do it tomorrow."

Read to the learners the examples of goals shown on the transparency *Short-Range Goal Setting*, then ask the learners to tell you some more.

Possible Responses:

	WHAT	*HOW MUCH*	*BY WHEN*
1.	*Ride my bike*	*Two miles*	*Tomorrow night*
2.	*Sew*	*One-half hour*	*Today*
3.	*Run*	*One mile*	*After school today*
4.	*Read my arithmetic book*	*Three pages*	*Before bed tonight*
5.	*Work on my model*	*Put on decals*	*By Friday*
6.	*Read library book*	*One chapter*	*Tonight*

Distribute the *Short-Range Goal Setting* worksheet. Tell the learners that they should think of the "Happy Times" they have had before and IF POSSIBLE, they should try to choose an activity for which they can set a goal. Be certain to emphasize that they do NOT need to use one of the items from their *Happy Times* worksheet. Three items were only furnished to give them possible ideas for a goal they could possibly accomplish by the next lesson.

Tell the learners to write one or more goals that they believe they can accomplish by the next class meeting. Tell them that when they have the next lesson they will report back whether or not they have achieved their goals.

After the learners have had a chance to write their goals, ask them to use the checklist at the bottom of their *Short-Range Goal Setting* worksheet to see whether their goal is satisfactory. Give individual assistance where necessary, but

remember, at this time it is of the utmost importance that the instructor be accepting and encouraging to the learners for ANY goals they write. It is more important that they begin writing ANYTHING than it is to be critical of the goals and not have the learners continue to set goals when they are not asked to do so.

After the checklists have been completed, tell the class a goal you have set for yourself to achieve by the next lesson.

Possible instructor goals:

1. *Go on a hike to the top of the White Mountains Saturday.*
2. *Write a letter to inquire about attending a summer training class (before Monday).*
3. *Practice the guitar one-half hour by Saturday evening.*

After telling your goals, ask for volunteers to share their goals with the class.

As the learners tell the class the goals they set, it is important to give encouragement and praise wherever possible so that the learners will be more likely to set goals in the future without being assigned to do so.

The learners need to have their goal forms available to put in a logbook that they will be making in the next lesson. Either collect the goals or remind them to bring them to the next lesson.

SUMMARY

Review with the learners that goal setting can help a person arrange his daily activities so that he can do more of the things that will make his life happier. Explain that goal setting can help them to plan their activities.

Tell the learners that in the lesson today they have learned things that should be considered in setting goals. Ask them to tell you what they are.

Desired responses:

1. *It should tell what you are going to do.*
2. *It should be something that you really want to do.*

3. *You should think about it and decide if you <u>really</u> believe you can do it.*
4. *You should tell how much you are going to do, like read for <u>one</u> hour. Or if you say you are going to practice your guitar, you should decide for how long.*
5. *You should set a time when you plan to be done.*

In the next lesson, the learners will report on their goal set in this lesson and will prepare a *Personal Growth Logbook* to keep materials they develop in these lessons.

Assessment Procedures

DESCRIPTION

The *Short-Range Goal Setting Form* completed by the learners during the lesson will assess achievement of the objective. A *Product Assessment Form* is included in the lesson.

DIRECTIONS

The instructor will use the following criteria to assess the short-range goals set by the learners and record them on the *Product Assessment Form*.

1. The goal should describe a specific measurable action which tells WHAT the learner will do.
2. The date (and time, where appropriate) the goal is to be achieved should be given.

NOTE: Goal setting should be a pleasant experience for the learner. Remember to be positive and supportive of <u>any</u> goals the learner writes at first. Your standard for acceptance of goals can become more rigorous as he continues to write them.

KEY

Instructor's satisfaction

Date_____

Lesson 2

ASSESSMENT ITEM

PRODUCT ASSESSMENT FORM

SHORT-RANGE GOAL SETTING CHECKLIST FOR THE INSTRUCTOR

Each goal should be checked for the two attributes given; however, please read the important note given below:

1. The goal should describe a specific measurable action which tells WHAT the learner will do.
2. The date (and time, where appropriate) the goal is to be achieved should be given.

NAME	CHECK HERE IF SHORT-RANGE GOALS ARE LISTED	COMMENTS

*NOTE: Goal setting should be a pleasant experience for the learner. Remember to be positive and supportive of <u>any</u> goals the learner writes at first. Your standard for acceptance of goals can become more rigorous as he continues to write them.

HAPPY TIMES
I COULD HAVE AGAIN

TELL SOME HAPPY TIMES YOU WOULD LIKE TO HAVE AGAIN

UNDERSTANDING GOALS

Lesson 2

A GOAL IS SOMETHING YOU WANT TO DO, TO HAVE, OR TO BE

SOME THINGS I WANT TO DO ARE:	SOME THINGS I WANT TO HAVE ARE:	I WANT TO BE:
PLAY AT SUZIE'S HOUSE TOMORROW	A TEN-SPEED BIKE BY NEXT FALL	STRONGER, ABLE TO DO TEN CHIN-UPS BY MAY 1
RIDE MY BIKE TO AARON'S HOUSE TOMORROW	MORE FRIENDS BY THE END OF THIS SEMESTER	CLASS SECRETARY THIS YEAR
TELL MY MOTHER "THANK YOU" FOR ALL THE GOOD THINGS SHE DOES FOR ME (TWICE BY FRIDAY)		IN THE SCHOOL PLAY THIS YEAR

SHORT-RANGE GOAL SETTING

A GOOD SHORT-RANGE GOAL SHOULD

1. BE SOMETHING YOU WANT TO DO
2. BE EASY, SMALL, AND REALISTIC
3. SAY WHAT IT IS YOU WILL DO
4. IF POSSIBLE, SAY "HOW MUCH," "HOW MANY," OR "HOW WELL" YOU WILL DO
5. SAY BY WHEN YOU WILL BE DONE WITH YOUR GOAL

A SHORT-RANGE GOAL IS SOMETHING YOU WANT TO DO NOW OR IN THE VERY NEAR FUTURE, SHORT-RANGE GOALS ARE OFTEN DONE IN ORDER TO ACHIEVE A LONG-RANGE GOAL.

A LONG-RANGE GOAL IS SOMETHING YOU WANT TO DO, TO HAVE, OR TO BE, BUT YOU CAN'T ACCOMPLISH IT IMMEDIATELY. IN ORDER TO ACHIEVE A LONG-RANGE GOAL, YOU HAVE TO WORK TOWARD IT BY SETTING SEVERAL SHORT-RANGE GOALS.

A LONG-RANGE GOAL CAN BE BROKEN DOWN INTO SEVERAL SHORT-RANGE GOALS.

SHORT-RANGE GOALS		
WHAT I WANT TO DO:	WHAT I HAVE TO DO TO FINISH THIS:	WHEN I WILL BE DONE:

SAMPLE

Lesson 2

SHORT-RANGE GOAL SETTING

A GOOD SHORT-RANGE GOAL SHOULD

1. BE SOMETHING YOU <u>WANT</u> TO DO
2. BE EASY, SMALL, AND REALISTIC
3. SAY <u>WHAT</u> IT IS YOU WILL DO
4. IF POSSIBLE, SAY "HOW MUCH," "HOW MANY," OR "HOW WELL" YOU WILL DO
5. SAY BY <u>WHEN</u> YOU WILL BE DONE WITH YOUR GOAL

A SHORT-RANGE GOAL IS SOMETHING YOU WANT TO DO <u>NOW</u> OR IN THE VERY NEAR FUTURE. SHORT-RANGE GOALS ARE OFTEN DONE IN ORDER TO ACHIEVE A LONG-RANGE GOAL.

A LONG-RANGE GOAL IS SOMETHING YOU WANT TO DO, TO HAVE, OR TO BE, BUT YOU CAN'T ACCOMPLISH IT IMMEDIATELY. IN ORDER TO ACHIEVE A LONG-RANGE GOAL, YOU HAVE TO WORK TOWARD IT BY SETTING SEVERAL SHORT-RANGE GOALS.

A LONG-RANGE GOAL CAN BE BROKEN DOWN INTO SEVERAL SHORT-RANGE GOALS.

SHORT-RANGE GOALS		
WHAT I WANT TO DO:	WHAT I HAVE TO DO TO FINISH THIS:	WHEN I WILL BE DONE:
Work on my tree house	Do the floor	By saturday night
Play at Sue's house	----	After school tomorrow
My arithmetic	5 problems	Tonight
Tell mother thank you for all she does for me	At least once	Before Friday
Practice the piano	20 minutes	Tonight

SHORT-RANGE GOAL SETTING WORKSHEET

Name_____

Date_____

Lesson 2

SAVE THIS SHEET FOR YOUR LOGBOOK

WRITE YOUR SHORT-RANGE GOALS		
WHAT I WANT TO DO:	WHAT I HAVE TO DO TO FINISH THIS:	WHEN I WILL BE DONE

CHECKLIST FOR YOUR GOALS

1. IS THE GOAL SOMETHING THAT YOU WANT TO DO? YES NO
   If your goal is NOT something that you WANT to do, think of something that is, and write a goal for that.

2. DO YOU BELIEVE YOU CAN REALLY ACCOMPLISH THE GOAL? YES NO
   If your answer is NO, then write an easier one or one that you believe you can do.

3. DID YOU WRITE WHAT IT IS YOU WILL DO? YES NO
   You should put down what it is you will do so you can tell when you are doing it.

4. DID YOU PUT "HOW MUCH," "HOW MANY," OR "HOW WELL" YOU WANT TO DO YOUR GOAL? YES NO
   Doing this, if possible, helps you to know better if you have really done what you wanted.

5. DID YOU PUT DOWN WHEN YOU WANT TO BE DONE WITH YOUR GOAL? YES NO
   Sometimes people keep saying, "Someday I will do this, or someday I will have that," but never set deadlines for themselves so they can do what they want to. Try to set a time when you will be finished with your goal.

GOAL ANALYSIS AND FOLLOW-UP

LESSON THREE

CONCEPT

When the learner does not achieve a goal, he does not tell why he did not achieve it, but rather what he did instead. This provides information about the learner.

PERFORMANCE OBJECTIVE

The learner will demonstrate goal setting and analysis over an extended time period by producing a permanent logbook which:

1. *Shows goals set by the learner*
2. *Contains several goals*
3. *Represents goals set over at least a six-week period*
4. *Includes dates by which each goal was to be achieved*
5. *Reports whether or not each goal was achieved*
6. *If a goal was not achieved, tells what the learner did instead*

LESSON TIME

60 minutes

NEW VOCABULARY

Personal Growth Logbook - a book in which the learner keeps a record of goals set, *Happy Times* worksheet, *Goal Follow-Up Form*, and other items concerning potentialities and self-development

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Transparency masters: 1. *Advantages of Goal Setting* 2. *Goal Follow-Up Form* Worksheets: 1. *Goal Follow-Up Form* 2. *Goal Setting and Follow-Up Form* Information Sheet: *Advantages of Goal Setting* Assessment item: *Product Assessment Form*	Overhead projector Marker Lined writing paper Construction paper Crayons or markers Three-hole paper punch

Instructor Preparation Tasks

Prepare the following transparencies:

1. *Advantages of Goal Setting*
2. *Goal Follow-Up Form*

Duplicate a copy of the following items for each learner:

1. *Advantages of Goal Setting*
2. *Goal Follow-Up Form*
3. *Goal Setting and Follow-Up Form*

Duplicate a copy for each learner of the *Product Assessment Form* for the instructor's use.

Acquire an overhead projector and a marker for use with the transparencies.

Obtain the following materials for constructing the learners *Personal Growth Logbook:*

1. Two pieces of construction paper for each learner
2. Three paper fasteners for each learner
3. Lined writing paper
4. Markers or crayons
5. Three-hole paper punch

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the previous lesson the learners set short-range goals which they would have a good chance of reaching. The purpose of this lesson is to allow the learners to report to the class on the results of the goal they set for themselves. They will also prepare a *Personal Growth Logbook* in which they will put their *Happy Times* worksheets, goals they have set, and other materials.

The purpose of having the learners make and add to their *Personal Growth Logbook* is to help them continue to set goals and use the other procedures for identifying and developing their potentialities.

Each time the class meets for these lessons, the learner will begin filling out a *Goal Follow- Up Form* which tells whether or not they reached the goal they had set in the previous lesson and also tells WHAT they did instead if they did not reach the goal. If a learner sets a goal but has not achieved it, he is NEVER asked why he failed to achieve the goal, but rather, what he did instead. Doing this prevents embarrassement to the learner and also helps him to learn more about his own actions.

Remind the learners that in the previous lesson they set goals that they will report on today. Tell them that by setting goals they can do more of what they want in their lives. For example, when they have some free time they will be able to better decide what they want to do with the time if they have thought about it before and set a goal. Or, perhaps if they have regular jobs that their parents what them to do, if they set a goal and hurry to finish the job, then they can do the goal, which is something they want to do.

Ask the learners what other advantages they can tell you about goal setting.

Desired responses:

1. *You can do more of what you want in the free time you have if you keep thinking about and setting your goals.*
2. *You feel good and proud of yourself when you achieve a goal.*

3. *You like yourself better when you can reach your goals.*
4. *People admire you more when you set a goal and reach it.*
5. *When you have some time to do what you want, there are two things to do, and you want to do one more than the other, you can better decide which one will do.*

After the learners have had a chance to list some of the advantages they see in goal setting, show the transparency *Advantages of Goal Setting* and hand out the information sheet *Advantages of Goal Setting* so they can keep it in their logbooks.

Proceed with the lesson by handing out and explaining the worksheet *Goal Follow-Up*. Show the transparency *Goal Follow-Up* and complete it as you explain the form. Use your own goal you set previously to be achieved for today's lesson. The goal number on the form serves the purpose of helping you check the learner's goals. The first goal set in these lessons is given the number 1, and each goal is numbered consecutively. For example, if the learner set two goals in the previous lesson, they would be numbered 1 and 2, the new goal set in today's lesson would be given the number 3, etc.

In the space on the form which asks, "What was the goal?" the learner will fill in a brief description of the goal. Since the learner has completely written the goal on the form he filled out when he set the goal, he only needs to identify the goal briefly in this space.

Remind the learners in filling out the form that if they did NOT achieve their goal but put down what they did instead, the following rule applies:

> Rule If a learner sets a goal but does not achieve it, he is NEVER asked why he did not reach the goal, but rather, what he did instead.

After the learners have had time to fill out their *Goal Follow-Up Form* ask them to report orally to the class whether or not they accomplished their goals, and if they did not, to tell what they did instead.

Tell the learners that today they will set another goal to be achieved by the next lesson, and that they will also make a *Personal Growth Logbook* in which to keep their *Happy Times* worksheets, goal setting forms, goal follow-up forms, and other materials they will be preparing.

TASKS

Distribute lined paper, construction paper, paper fasteners, or any other materials to be used in preparing the *Personal Growth Logbook*.

After the learners have completed their logbooks, have them use the *Goal Setting and Follow-Up Forms* to set one or more short-range goals to be accomplished by the next lesson. Remind the learners that in setting goals they can look at the checklist on goal setting which is on the *Short-Range Goal Setting* form from Lesson 2. Tell them that the goal should be something that they want to do and believe they can do and that it should tell WHAT they want to do, HOW MUCH, OR HOW WELL they will do it, and WHEN they plan to be finished reaching the goal.

SUMMARY

Review with the learners the idea that goal setting can be helpful and exciting to them. Remind them that by keeping their logbook and reporting back at the beginning of each lesson they can better learn the regular habit of goal setting that will help them to do more of what they want with their lives. Tell them that goal follow-up will also help them at any age in their life.

Tell the learners that at the beginning of the next lesson there will again be a goal follow-up, and then they will talk about sucesses and achievements in their lives.

You should collect the logbooks so they will be available for the next lesson.

ASSESSMENT PROCEDURES

DESCRIPTION

The *Goal Follow-Up Form* completed by the learners during the lesson will assess achievement of the objective. A *Product Assessment Form* is included in the lesson.

DIRECTIONS

The instructor will use the following criteria to assess the *Goal Follow-Up Form* completed by the learner and record them in the *Product Assessment Form*.

1. At least one goal per week for six weeks should be reported by the learner.
2. The goals should be recorded in a permanent record or logbook which can be added to over an extended period of time.
3. The date (and time where appropriate) should be given by when each goal is to be achieved.
4. The learner should report whether each goal is achieved or not.
5. If the goal is not achieved, the learner should indicate what he did instead of performing the goal activity.

KEY

Instructor's satisfaction

Name_____

Date_____

Lesson 3

ASSESSMENT ITEM

PRODUCT ASSESSMENT FORM

CHECKLIST FOR GOAL-SETTING FOLLOW-UP		DATES GOALS ARE CHECKED					
		First Week	Second Week	Third Week	Fourth Week	Fifth Week	Sixth Week
1. Number of goals total to this date:							
2. Are the goals recorded in a permanent record, or logbook which can be added to over an extended period of time?							
3. Is the date (and time where appropriate) given by which each goal was to be achieved?							
4. Has the learner reported whether each goal was achieved or not?							
5. If the goal was not achieved, has the learner indicated what he did <u>instead</u> of performing the goal activity?							

ADVANTAGES OF GOAL SETTING

GOAL SETTING CAN BE EXCITING BECAUSE YOU CAN DO MORE OF WHAT YOU WANT TO WHEN YOU SET GOALS.

YOU BUILD SELF-CONFIDENCE AND LIKE YOURSELF BETTER WHEN YOU ACHIEVE THE GOALS YOU SET FOR YOURSELF

YOU FEEL GOOD WHEN YOU ACHIEVE YOUR GOALS.

SETTING DAILY GOALS HELPS YOU TO LIVE AND ENJOY LIFE IN THE PRESENT INSTEAD OF DREAMING BUT NEVER DOING.

YOU CAN PLAN FOR AND HAVE MORE OF THE HAPPY EXPERIENCES YOU LISTED IN YOUR *HAPPY TIMES* SHEET IF YOU SET GOALS

OTHER PEOPLE RESPECT AND ADMIRE YOU MORE WHEN YOU ARE ABLE TO SET AND ACHIEVE YOU GOALS

GOALS GIVE YOU A PURPOSE AND HELP YOU TO KNOW WHAT YOU WANT TO DO EACH DAY

SETTING GOALS HELPS YOU TO REACH YOUR POTENTIAL, TO BE MORE CAPABLE, AND TO USE MORE OF YOUR TALENTS

ADVANTAGES OF SETTING GOALS

INFORMATION SHEET

GOAL SETTING CAN BE EXCITING BECAUSE YOU CAN DO MORE OF WHAT YOU WANT TO WHEN YOU SET GOALS.

YOU BUILD SELF-CONFIDENCE AND LIKE YOURSELF BETTER WHEN YOU ACHIEVE THE GOALS YOU SET FOR YOURSELF

YOU FEEL GOOD WHEN YOU ACHIEVE YOUR GOALS

SETTING DAILY GOALS HELPS YOU TO LIVE AND ENJOY LIFE IN THE PRESENT INSTEAD OF DREAMING BUT NEVER DOING

YOU CAN PLAN FOR AND HAVE MORE OF THE HAPPY EXPERIENCES YOU LISTED IN YOUR *HAPPY TIMES* SHEET IF YOU SET GOALS

OTHER PEOPLE RESPECT AND ADMIRE YOU MORE WHEN YOU ARE ALBE TO SET AND ACHIEVE YOUR GOALS.

GOALS GIVE YOU A PURPOSE AND HELP YOU TO KNOW WHAT YOU WANT TO DO EACH DAY

SETTING GOALS HELPS YOU TO REACH YOUR POTENTIAL, TO BE MORE CAPABLE, AND TO USE MORE OF YOUR TALENTS

Lesson 3

Name_____

Date_____

GOAL FOLLOW-UP FORM

WORKSHEET

What was your first goal?_____

_____

When was it to be completed?_____

Did you get it done? Yes ____ No ____

If you did not achieve your goal, what did you do INSTEAD?

_____

_____

What was your second goal?_____

_____

When was it to be completed?_____

Did you get it done? Yes ____ No ____

If you did not achieve your goal, what did you do INSTEAD?

_____

_____

What was your third goal?_____

_____

When was it to be completed?_____

Did you get it done? Yes _____ No _____

If you did not achieve your goal, what did you do INSTEAD?

_____

Lesson 3

Name_____

Date_____

GOAL FOLLOW-UP FORM

WORKSHEET

What was your first goal?_____

_____

When was it to be completed?_____

Did you get it done? Yes ____ No ____

If you did not achieve your goal, what did you do INSTEAD?

_____

_____

What was your second goal?_____

_____

When was it to be completed?_____

Did you get it done? Yes ____ No ____

If you did not achieve your goal, what did you do INSTEAD?

_____

_____

What was your third goal?_____

_____

When was it to be completed?_____

Did you get it done? Yes _____ No _____

If you did not achieve your goal, what did you do INSTEAD?

_____

GOAL SETTING AND FOLLOW-UP FORM

Name_____

Date_____

WORKSHEET

Lesson 3

GOAL NUMBER_____DATE THIS GOAL IS TO BE ACHIEVED_____

1. What I want to do_____
2. How much, how many, or how well_____
3. When I will be finished_____

FOLLOW-UP

Did I achieve my goal? Yes_____No_____

If I did not achieve this goal, what I did instead was

_____

_____

GOAL NUMBER_____DATE THIS GOAL IS TO BE ACHIEVED_____

1. What I want to do_____
2. How much, how many, or how well_____
3. When I will be finished_____

FOLLOW-UP

Did I achieve my goal? Yes_____No_____

If I did not achieve this goal, what I did instead was

_____

_____

GOAL NUMBER_____DATE THIS GOAL IS TO BE ACHIEVED_____

1. What I want to do_____
2. How much, how many, or how well_____
3. When I will be finished_____

FOLLOW-UP

Did I achieve my goal? Yes_____No_____

If I did not achieve this goal, what I did instead was

_____

ACHIEVEMENT SUCCESS RECALL

LESSON FOUR

CONCEPT

Recalling and listing successes, achievements, and satisfying experiences can help the learner to identify his potentialities.

PERFORMANCE OBJECTIVE

The learner will list several items which for him are success, achievements, or sources of satisfaction.

LESSON TIME

60 minutes

NEW VOCABULARY

Success - to satisfactorily complete something

Achievement - something that one has worked at and has been able to do or accomplish; something that a person can now do that he once could not do

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Transparency master: *Success and Achievement*	Overhead projector Marker
Worksheet: *Success-Achievement*	Three-hole paper punch *Personal Growth Logbook*
Assessment item *Product Assessment Form*	

Instructor Preparation Tasks

Prepare the overhead transparency *Success and Achievement*.

Duplicate one copy of the worksheet *Success-Achievement* for each learner.

Acquire the following items:

1. Overhead projector
2. Marker to write on transparencies
3. *Personal Growth Logbook* (developed by each learner in Lesson 3)
4. Three-hole paper punch

Duplicate the *Product Assessment Form* for the instructor's use.

Instructional Procedures

INTRODUCTION

In the previous lesson the learners began to take action to use their time more wisely by setting goals and reporting back on goals they had previously set. They also prepared a *Personal Growth Logbook* to serve as a place to record and keep information as they learn methods for identifying and developing their abilities and talents.

The purpose of this lesson is to give the learners another technique which can help them to identify possible sources of strengths and abilities (potentialities). This is done

by providing them the opportunity of remembering and writing down as many items as possible that they feel have been successes, achievements, or sources of satisfaction in their lives. By identifying and writing down these experiences, they can then begin setting goals to plan for more satisfying experiences.

As with all the remaining lessons in this unit, begin the lesson with the *Goal Follow-up Form.* Have the learners get the *Goal Follow-up Form* from their logbooks, fill it out, and report to the class on their goals.

Show the transparency *Successes and Achievements* and tell the learners that in this lesson they are going to learn more about themselves by writing down their achievements and successes. Define *achievement* as something that a person has worked at or tried to do and has been able to do or accomplish. An achievement is also considered something that a person can now do that he once could not do. Read the examples of achievements on the transparency, and then ask the learners to tell you some other examples they can think of.

Possible responses:

1. *Being in the fifth grade*
2. *Being able to play games such as chess, checkers, cards, baseball, basketball, ping pong and parcheesi*
3. *Being able to swim*

Define the word *success* as to do what one has completed satisfactorily: Explain that the words success and achievement are very much alike. Read the examples of success on the transparency, then ask for other examples from the learners.

Possible responses:

1. *I succeeded in making a model airplane*
2. *A person can succeed in doing a short-range goal they have set.*
3. *One can succeed in building a play fort or tree house.*

TASKS

Hand out the *Success-Achievement* forms, and tell the learners to write down in the left-hand column eight specific things which they have done will in theif life or items they consider satisfying, successful achievements.

As the forms are being filled out, you should help individuals who are having difficulty. In working with

those who are hesitant to write their achievements, the following items apply:

1. At first one should write items which may seem to be very small successes or achievements. It is better to include items than exclude them.

2. Some persons may feel that it is bragging to write down such successes. Remind them that this is NOT bragging, it is an occasion to help one feel better about himself. By recognizing and accepting our successes and achievements we can work to improve ourselves and are more likely to feel good about ourselves. You might mention that one needs to make the choice between seeming to be bragging and feeling better about himself or liking himself better.

After the learners have had an opportunity to write down at least eight experiences, ask for volunteers to read their lists. Tell the learners that the following rule applies to this lesson and the lessons that follow:

Rule: Anyone who does not want to talk about his successes has the right to say "I PASS," and they do not have to answer or take part in the activity.

Ask for volunteers to share their successes or satisfactions with the class. Tell them that this is a time when it is all right to talk about what they feel they are good at, because this helps develop our potentialities and set goals to develop ourselves. You should also tell the learners that people are different from one another and have different successes and satisfactions. The learners are not to laugh at someone if their achievements are different from others.

After the learners have had a chance to share their successes and achievements with one another, have them put their *Success-Achievement* forms in their logbook.

SUMMARY

Review with the learners that the purpose of this lesson was to help them learn another method that they can keep using to help identify possible sources of talents and abilities. Remind them that they can keep thinking of other successes and achievements and keep adding to their logbooks. They might even set the short-range goal of adding to their logbook.

Ask the learners to use the *Goal Setting Form* in their logbook to set a goal to be achieved by the next lesson. Tell them that if possible they might want to set a goal that would be something they could add to their list of satisfying experiences. But remind them that the goals should be something that they WANT to do.

Tell the learners that another good way of helping them learn about themselves is to write down some things that they think are important or worth a lot to them. In the next lesson they will be studying about their "personal values."

Assessment Procedures

DESCRIPTION

The *Success-Achievement* form completed by the learners during the lesson will assess achievement of the objective. A *Product Assessment Form* is included in the lesson.

DIRECTIONS

This is not an academic exercise to determine how much the learners know. All that is necessary here is to check on the *Product Assessment Form* to see that the learner has written down several experienes which could be considered a success or achievement.

NOTE: It is the learner's acceptance of an experience as being a success or achievement that is important, and not that of the instructor. The purpose of this assessment is only to determine if the learner needs special assistance. Make any comments necessary if it appears that a learner needs further help or encouragement.

KEY

Instructor's satisfaction

Date_____

Lesson 4

ASSESSMENT ITEM

PRODUCT ASSESSMENT FORM

SUCCESS-ACHIEVEMENT RECALL

This is not an academic exercise to determine how much the learners know. All that is necessary here is to check to see that the learner has written down several experiences which could be considered a success or achievement.

NAME	CHECK HERE TO ACHIEVEMENTS ARE LISTED*	COMMENTS

*NOTE: It is the learner's acceptance of an experience as being a success or achievement that is important, and not that of the instructor. The purpose of this assessment is only to determine if the learner needs special assistance.

SUCCESS AND ACHIEVEMENT

SUCCESS: TO SATISFACTORILY COMPLETE SOMETHING.

EXAMPLES OF SUCCESS

1. Mary had sewing a handkerchief.
2. Raoul had success in keeping his room clean for one week.
3. Patricia succeeded in hitting the target with the bow and arrow.

CAN YOU GIVE OTHER EXAMPLES OF SUCCESS?

_____

_____

_____

_____

ACHIEVEMENT: SOMETHING THAT A PERSON HAS WORKED AT OR TRIED TO DO AND HAS ACHIEVED IN DOING OR ACCOMPLISHED. SOMETHING THAT A PERSON CAN NOW DO THAT HE ONCE COULD NOT DO.

EXAMPLES OF ACHIEVEMENT

1. Being able to ride a bicycle
2. Being able to read
3. Being able to speak the English language
4. Being able to do what one is told when given instructions
5. Being able to make friends
6. Being able to write

CAN YOU GIVE SOME OTHER EXAMPLES OF ACHIEVEMENT?

_____

_____

_____

_____

Name_____

Date_____

Lesson 4

SUCCESS-ACHIEVEMENT WORKSHEET

WRITE DOWN SOME THINGS YOU DO WELL OR WHICH ARE SUCCESSES OR ACHIEVEMENTS

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

OWN STRENTGH IDENTIFICATION

LESSON FIVE

CONCEPTS

Identifying and accepting one's personal strengths can help develop one's talents and abilities.

In identifying strengths refer only to the good points and do not talk about weaknesses or make fun of others.

PERFORMANCE OBJECTIVE

The learner will list several strengths he can see in himself. He will not list any weaknesses.

LESSON TIME

60 minutes

NEW VOCABULARY

Personal strength - anything that a person does well, is good at, or does that is of value or help to someone else

PREREQUISITE KNOWLEDGE

Knowledge of the meaning of the terms talent, ability, and potentialities

Knowledge of one's happy times and successes and achievements as given in Lessons 1 through 4.

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Transparency masters: 1. *Personal Strengths* 2. *Purposes of Strength Identification* 3. *Rule of the Positive* Worksheet: *Own-Strength Identification* Assessment item: *Product Assessment Form*	*Personal Growth Logbook* (developed by learners in Lesson 3) Overhead projector Marker Three-hole paper punch

Instructor Preparation Tasks

Prepare the following overhead transparencies:

1. *Personal Strengths*
2. *Purposes of Strength Identification*
3. *Rule of the Positive*

Duplicate a copy for each learner of the worksheet *Own-Strength Identification*.

Acquire each of the following items:

1. Overhead projector
2. Marker to write on transparencies
3. *Personal Growth Logbook* (developed by each learner in Lesson 3)
4. Three-hole paper punch

Duplicate the *Product Assessment Form* for the instructor's use.

Prepare a list of each learner's outstanding strengths.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the previous lesson the learners have listed those items which they consider to be their successes and achievements. The purpose of Lessons 5 and 6 is to provide the learners with the opportunity to identify and accept their own personal strengths, talents, and abilities and to be able to identify strengths in others. This is done by having the learners review their *Personal Growth Logbooks* and compile their lists of strengths on the worksheet *Own-Strength Identification Form*.

Begin the lesson by distributing the *Personal Growth Logbooks*. Have the learners get their *Goal Setting and Follow-up Form* from their logbooks, fill it out, and report to the class on their goals they had set for this day.

TASKS

Begin the lesson by putting the transparency *Personal Strengths* on the screen. Define *personal strength* as anything that a person does will, is good at, or does that is of value or help to someone else. Read the examples of strengths given on the transparency, then ask the learners for examples of personal strengths that they can think of.

Desired responses:

1. *I am a good story teller*
2. *I am a good athlete*
3. *I am good at fixing or repairing things*
4. *I am good at cleaning or straightening rooms or yards.*
5. *I am a good actor in plays*
6. *I am a good friend to people*
7. *I am good at keeping people from fighting*
8. *I am funny*

Show the transparency *Purposes of Strength Identification*, and read to the learners the reasons for talking about personal strengths. Emphasize that in order to improve ourselves, it is very helpful to identify and write down our strengths.

When a person is aware of and can admit to his strengths, he will have more confidence. Explain that when a person has confidence in himself he knows and believes he can do the task. Explain that a person who believes in himself and is not afraid to try to do it, is confident. Often, because it is normal for people to look for the weaknesses in themselves and in others, they do not get enough practice looking for their strengths. Emphasize that in this lesson they have the chance to talk about their strenghs. This can help them gain confidence and help them to develop their potentialities. For these reasons it is necessary to talk about their good points.

Tell the learners that often people laugh at someone or make fun of him if he sounds like he is bragging. Ask them to tell you some of the ways that someone might make fun of others if he thinks the other person is bragging.

Possible responses:

1. *The child might laugh and point his finger at someone he thinks is bragging.*
2. *The child might say, "You think you are pretty big and pretty smart, don't you?"*
3. *The child might laugh and say, "You think you are hot-stuff and a big-shot."*

After the learners have had ample time to express their opinions about ways that children make fun of someone they think is bragging, show the transparency *Rule of the Positive*. Tell the learners that it is against the rule to make fun of each other in ANY of the ways they have just listed or to make fun of anyone because he has listed a strength they do not agree with. Emphasize that everyone will have an opportunity to express whatever he thinks might possibly be a strengh without being afraid that someone will make fun of him or point out any weaknesses. Emphasize that it is against the *Rule of the Positive* to talk about ANY weaknesses either in themselves or in others.

After discussing the *Rule of the Positive*, distribute the worksheet *Own-Strength Identification Form*. Tell the learners that they should write down as many of their personal strengths as possible today.

While the learners are writing their lists, you should help any learners who are having difficulty. For those learners who are hesitant to write their strengths or

feel that they do not have any strengths, tell the learner a strength that you can see in him. Tell him that all persons have strengths; they must just find out what they are. It may also be helpful to remind them of the following considerations:

1. The learners should write down those things which may seem to be very small strengths. As they write down their strengths, they will often be reminded of other strengths. It is better to include an item that they think may be a strength than it is to exclude it.
2. By recognizing and accepting their strengths, the learners are more likely to gain confidence that will help set goals which will help them to use their potentialities.

When the learners have had the opportunity to write down their strengths, show the transparency *Personal Strengths* on the screen and ask for volunteers to share with the class their strengths. Remind the learners of the "Right to Pass" rule.

After the learners have shared their strengths with the class, have all learners put their *Own-Strength Identification Form* in their logbooks.

SUMMARY

For review ask the learners to define personal strength. As they respond, list their definitions on the overhead projector.

Desired responses:

1. *A personal strength is something that you do well.*
2. *A personal strength is something you are good at, such as being able to run fast, helping people, liking people, or being friendly.*

Ask the learners to give some reasons why it is helpful to write down their personal strengths.

Desired responses:

1. *If we know our personal strengths, then we have more confidence in ourselves.*
2. *We have more confidence in ourselves when we know that we have a strength or are good at doing some things.*

3. *We need to know what our personal strengths are before we can set our goals.*
4. *Knowing our personal strengths helps us improve ourselves.*

Ask the learners what the "Rule of the Positive" is.

Desired responses:

1. *We are not allowed to discuss any of our weaknesses.*
2. *We cannot discuss any weaknesses we see in others or tell them they do not have a certain strength.*
3. *We are not allowed to make fun of anyone if he thinks he has a certain strength.*
4. *Because we know that we need to discuss and write down our strengths, the "Rule of the Positive" allows us to do this without being afraid someone will think we are bragging.*

Ask the learners to use the *Goal Setting Form* in their logbook to set a goal to be achieved by the next lesson. Explain to the learners that if possible they might want to set a goal that would use one of their strengths.

Tell them that in the next lesson they will be talking about strengths that they can see in others.

Assessment Procedures

DESCRIPTION

The *Own-Strength Identification Form* completed by the learners during the lesson will assess achievement of the objective.

DIRECTIONS

Check the *Own-Strength Identification Form* to see that the learner has written down several strengths that he can see in himself and has not included any weaknesses.

KEY

Instructor's satisfaction

Date_____

Lesson 5

ASSESSMENT ITEM

PRODUCT ASSESSMENT FORM

OWN-STRENGTH IDENTIFICATION

Check to see that the learner has written down several strengths that he can see in himself and has not included any weaknesses.

NAME	CHECK HERE IF STRENGTHS ARE LISTED	COMMENTS

PERSONAL STRENGTHS

A PERSONAL STRENGTH IS:

SOMETHING YOU DO WELL

SOMETHING YOU ARE GOOD AT

ANYTHING ABOUT YOU THAT IS OF HELP TO OTHERS OR YOURSELF

ANYTHING ABOUT YOU THAT IS OF VALUE TO OTHERS OR YOURSELF

SOME EXAMPLES OF STRENGTHS THAT PEOPLE HAVE ARE:

ABILITY TO REPAIR THINGS

A GOOD PIANO PLAYER

HELPFUL TO OTHERS

A GOOD STUDENT

FRIENDLY

BRAVE

A GOOD MEMORY

A GOOD RUNNER

A GOOD SCOUT

CONSIDERATE OF OTHERS

A GOOD READER

A GOOD SINGER

GOOD HEALTH

GOOD AT SAVING MONEY

ABLE TO KEEP WORKING ON A PROJECT

GOOD AT OUTDOOR ACTIVITIES

A GOOD DRESSER (TO LOOK NEAT AND CLEAN)

KNOW A FOREIGN LANGUAGE

DARING TO TAKE A RISK

A PIONEER OR ADVENTURER

A GOOD IMAGINATION

MAKES OTHERS FEEL GOOD

A GOOD SENSE OF HUMOR

CAN YOU THINK OF SOME OTHERS?

PURPOSES OF STRENGTH IDENTIFICATION

KNOWING OUR PERSONAL STRENGTHS HELPS US TO DEVELOP OUR TALENTS AND ABILITIES MORE, BECAUSE WE CAN BUILD ON OUR STRONG POINTS.

KNOWING OUR PERSONAL STRENGTHS HELPS US TO LEARN TO DO THINGS BETTER, BECAUSE WHEN WE KNOW THAT WE HAVE THIS STRENGTH, WE HAVE MORE CONFIDENCE IN OURSELVES.

USUALLY, PEOPLE ONLY LOOK FOR WEAKNESSES IN OTHERS OR IN THEMSELVES, AND DO NOT GET ENOUGH PRACTICE LOOKING FOR STRENGTHS.

IN THIS LESSON, IT IS OKAY TO SAY WHAT OUR STRENGTHS ARE, BECAUSE WE ARE SUPPOSED TO, AND BECAUSE WE MUST ADMIT TO OURSELVES WHAT OUR STRENGTHS ARE IN ORDER TO IMPROVE OURSELVES.

RULE OF THE POSITIVE

IT IS AGAINST THE RULE TO TALK ABOUT WEAKNESSES OF OURSELVES OR OTHERS, OR TO MAKE FUN OF ANYONE IN ANY WAY BECAUSE THEY TALK ABOUT WHAT THEY THINK IS GOOD ABOUT THEMSELVES.

IN THESE LESSONS IT IS OKAY TO SAY WHAT OUR STRENGTHS ARE BECAUSE IT HELPS US TO IMPROVE OURSELVES, AND WE KNOW THAT IT IS AGAINST THE RULE OF THE POSITIVE TO TALK ABOUT OUR OWN WEAKNESSES OR FOR ANYONE TO MAKE FUN OF US FOR TELLING OUR STRENGTHS.

Name _____

Date _____

Lesson 5

OWN-STRENGTH IDENTIFICATION FORM

WORKSHEET

A STRENGTH IS ANYTHING YOU DO WELL, ARE GOOD AT, OR THAT IS OF HELP TO SOMEONE.

SOME OF MY STRENGTHS ARE:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.

OTHER STRENGTH IDENTIFICATION

LESSON SIX

CONCEPT

Being able to acknowledge our own strengths and strengths of other people is helpful in developing our potentialities.

PERFORMANCE OBJECTIVE

The learner will list one strength he can see in at least two other learners. He will not list any weaknesses.

LESSON TIME

60 minutes

PREREQUISITE KNOWLEDGE

Knowledge of one's happy times, successes and achievements and personal strengths as given in Lessons 1 through 5.

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Transparency masters: *The Purpose of Knowing our Own Strengths* *Definitions and Examples of Personal Strengths*	Overhead projector Marker

RESOURCES REQUIRED (Continued)

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Other Examples of Strengths That People Have	*Personal Growth Logbook*
The Purpose of Looking for Strengths in Others	Three-hole paper punch
Worksheets: *Other Examples of Strengths That People Have*	Prepared list of learners' strengths from Lesson 5
Others Tell my Strengths	
Others' Strengths	
Information sheets: *Definition and Examples of Personal Strengths*	
Assessment item: *Product Assessment Form*	

INSTRUCTOR PREPARATION TASKS

Prepare following transparencies:

1. *The Purpose of Knowing Our Own Strengths*
2. *Definitions and Examples of Personal Strengths*
3. *Other Examples of Strengths That People Have*
4. *The Purpose of Looking for Strengths in Others*

Duplicate a copy of the following for each learner:

1. *Other Examples of Strengths That People Have*
2. *Others Tell My Strengths*
3. *Others' Streng hs*
4. *Definition and Examples of Personal Strengths*

Duplicate a copy of the *Product Assessment Form* for the instructor's use.

Acquire the following items:

1. Overhead projector
2. Marker to write on transparencies
3. *Personal Growth Logbooks* developed by the learners in previous lessons.

4. Three-hole paper punch
5. List of each learners' strengths prepared by the instructor for Lesson 5

Instructional Procedures

INTRODUCTION

In the previous lesson the learners made a list of personal strengths they could see in themselves.

The purpose of this lesson is to give the learners the opportunity to review their own strengths, and then list strengths that they can see in other learners. This gives them a better awareness of their strengths and also gives them practice in identifying strengths in others.

Begin the lesson by distributing the *Personal Growth Logbooks*. Have the learners report to the class on the goals they have set for this day.

Show the transparency *The Purpose of Knowing Our Own Strengths*. Explain the items on the transparency. Tell the learners that in this lesson they will identify strengths in themselves and in others.

TASKS

Distribute the information sheet *Definitions and Examples of Personal Strengths* and the worksheet *Other Examples of Strengths That People Have*. Show the transparency *Definitions and Examples of Personal Strengths*.

Read the definition of personal strength and some of the examples. Ask the learners for examples that they are reminded of by the examples on this transparency.

Possible responses:

1. *To be good at building models*
2. *To be good at playing the guitar*
3. *To be good at arithmetic*
4. *To be a good whistler*
5. *To be good at being quiet*
6. *To be a good listener*

Have the learners fill out their worksheet *Other Examples of Strengths That People Have* as more examples are given. As the learners respond with their examples, list them on the transparency *Other Examples of Strengths That People Have*.

Distribute the worksheet *Others Tell My Strengths*. The learners will write on the left column, "Strengths I see in Myself," all the strengths that they can see in themselves.

Distribute the *Others' Strengths* from, on which you have previously placed learners' names and the names of three other learners for whom they are to list strengths. Tell the learners these worksheets will be collected and evaluated. Each learner should fill in at least one strength that he can see in each of the three people that are listed on his worksheet. While the learners are doing this, help any learners who are having difficulty. The list of strengths of each learner that you prepared for the previous lesson will be helpful in seeing that each learner's strengths have been listed by at least three other learners. Remind the learners to list ONLY STRENGTHS AND NOT WEAKNESSES.

After the learners have completed their worksheet *Others' Strengths*, collect the worksheets so that you can review the strengths that have been listed by the learners. You will evaluate these forms and return them to the learners in the next lesson.

Have the learners put all of their worksheets and information sheets into their logbook. Then have the learners use their *Goal Setting and Follow-Up Form* from their logbooks, and write a short-range goal to be completed by the next lesson. You might suggest that they could set a goal to tell another learner the strengths they see in him.

SUMMARY

Show the transparency *The Purpose of Looking for Strengths in Others*, and review the idea that being able to see strengths in ourselves and others can help the learners develop their own talents and help others to do the same.

Tell the learners that in the next lesson they are going to have the chance to use their imaginations. Explain to them that there are some things that are important to them and some things they would like to do in the future Tell them that in the next lesson they will be studying their own personal values.

Assessment Procedures

DESCRIPTION

The *Other Strengths* worksheet completed by the learners during the lesson will assess achievement of the objective.

DIRECTIONS

Check the *Others Strengths* worksheet to see that the learner has listed at least one strength for two other learners and has not listed any weaknesses.

KEY

Instructor's satisfaction

Date_____

Lesson 6

ASSESSMENT ITEM

PRODUCT ASSESSMENT FORM

OTHER STRENGTH IDENTIFICATION

Check to see that the learner has listed at least one strength for at least two other learners and has not included any weaknesses.

NAME	CHECK HERE IF AT LEAST ONE STRENGTH IS LISTED FOR AT LEAST TWO OTHER LEARNERS	COMMENTS

THE PURPOSE OF KNOWING OUR OWN STRENGTHS

KNOWING OUR OWN STRENGTHS:

HELPS US TO HAVE MORE CONFIDENCE IN OURSELVES

HELPS US TO UNDERSTAND OURSELVES BETTER

HELPS US TO SET GOALS TO IMPROVE OURSELVES

HELPS US TO LIKE OURSELVES MORE

HELPS US TO BE OF MORE VALUE TO OTHERS

HELPS US LEARN TO DO THINGS BETTER

DEFINITION AND EXAMPLES OF PERSONAL STRENGTHS

A PERSONAL STRENGTH IS:

SOMETHING YOU DO WELL

SOMETHING YOU ARE GOOD AT

ANYTHING ABOUT YOU THAT IS OF HELP TO OTHERS OR YOURSELF

ANYTHING ABOUT YOU THAT IS OF VALUE TO OTHERS OR YOURSELF

SOME EXAMPLES OF STRENGTHS THAT PEOPLE HAVE ARE:

ABILITY TO REPAIR THINGS

A GOOD PIANO PLAYER

HELPFUL TO OTHERS

A GOOD STUDENT

A GOOD SINGER

FRIENDLY

BRAVE

A GOOD MEMORY

A GOOD RUNNER

A GOOD SCOUT

KIND OR CONSIDERATE TO OTHERS

A GOOD READER

A HEALTHY BODY

PLEASANT LOOKING

GOOD AT SAVING MONEY

GOOD AT KNOWING HOW OTHERS FEEL

ABLE TO KEEP WORKING ON A JOB

GOOD AT OUTDOOR ACTIVITIES

A GOOD DRESSER

KNOW A FOREIGN LANGUAGE

DARING TO TAKE A RISK

A PIONEER OR ADVENTURER

A GOOD IMAGINATION

A GOOD SENSE OF HUMOR

OTHER EXAMPLES OF STRENGTHS THAT PEOPLE HAVE

INSTRUCTIONS: Read through the sheet *Definitions and Examples of Personal Strengths*, and write your examples in the spaces below.

THE PURPOSE OF LOOKING FOR STRENGTHS IN OTHERS

When You Look For Strengths In Someone Else, and Tell Them the Strengths That You See In Them . . . .

- You understand that person better
- You get better at seeing strengths in yourself
- You help the other person know what their strengths are
- You help the other person be able to improve himself
- You help the other person be able to develop his talents and abilities
- You make the other person feel better about you
- You help the other person have more confidence in himself

Name_____

Date_____

Lesson 6

OTHER EXAMPLES OF STRENGTHS THAT PEOPLE HAVE

WORKSHEET

INSTRUCTIONS: Read through the sheet *Definitions and Examples of Personal Strengths*, and write your examples in the spaces below.

Name _____

Date _____

Lesson 6

OTHERS TELL MY STRENGTHS

STRENGTHS I SEE IN MYSELF	STRENGTHS OTHERS SEE IN ME

Name_____

Date_____

Lesson 6

OTHER STRENGTHS

WORKSHEET

DIRECTIONS: In the "Name" space above the instructor should fill in the name of a learner in his class. In each of the three "Other Person's Name" spaces below, the instructor should fill in the name of three other learners so that each learner's name appears on three other learners' forms. This is done so that each learner lists strengths listed by three different learners.

OTHER PERSON'S NAME_____
(Name provided by instructor)

STRENGTHS I SEE IN_____
Other person's name

1._____

2._____

3._____

OTHER PERSON'S NAME_____
(Name provided by instructor)

STRENGTHS I SEE IN_____
Other person's name

1._____

2._____

3._____

OTHER PERSON'S NAME_____
(Name provided by instructor)

STRENGTHS I SEE IN_____
Other person's name

1._____

2._____

3._____

DEFINITION AND EXAMPLES OF PERSONAL STRENGTHS

A PERSONAL STRENGTH IS:

SOMETHING YOU DO WELL

SOMETHING YOU ARE GOOD AT

ANYTHING ABOUT YOU THAT IS OF HELP TO OTHERS OR YOURSELF

ANYTHING ABOUT YOU THAT IS OF VALUE TO OTHERS OR YOURSELF

SOME EXAMPLES OF STRENGTHS THAT PEOPLE HAVE ARE:

ABILITY TO REPAIR THINGS

A GOOD PIANO PLAYER

HELPFUL TO OTHERS

A GOOD STUDENT

A GOOD SINGER

FRIENDLY

BRAVE

A GOOD MEMORY

A GOOD RUNNER

A GOOD SCOUT

KIND OR CONSIDERATE TO OTHERS

A GOOD READER

A HEALTHY BODY

PLEASANT LOOKING

GOOD AT SAVING MONEY

GOOD AT KNOWING HOW OTHERS FEEL

ABLE TO KEEP WORKING ON A JOB

GOOD AT OUTDOOR ACTIVITIES

A GOOD DRESSER

KNOW A FOREIGN LANGUAGE

DARING TO TAKE A RISK

A PIONEER OR ADVENTURER

A GOOD IMAGINATION

A GOOD SENSE OF HUMOR

PERSONAL VALUE CLARIFICATION

LESSON SEVEN

CONCEPT

Value clarification helps a person understand himself, learn what is important to him, and decide what to do with his life.

PERFORMANCE OBJECTIVE

The learner will list his personal values in order of importance to him.

LESSON TIME

60 minutes

NEW VOCABULARY

Personal value - things that you think are important, desirable, or worthy in your life

PREREQUISITE KNOWLEDGE

Knowledge of one's happy times, successes and achievements, goal setting skills, and personal strenghts.

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Transparency masters: 1. *Understanding Values* 2. *Examples of Values* Information sheet: *Understanding Values* Worksheet: *Values Clarification* Assessment item: *Product Assessment Form*	Overhead projector Marker *Personal Growth Logbooks* (developed by learners in previous lessons) Three-hole paper punch

Instructor Preparation Tasks

Prepare the following transparencies:

1. *Understanding Values*
2. *Examples of Values*

Duplicate one copy of the following items for each learner:

1. *Values Clarification*
2. *Understanding Values*

Duplicate a copy of the *Product Assessment Form* for the instructor's use.

Acquire the following items:

1. Overhead projector
2. Marker for use with the transparencies
3. Personal Growth Logbook (developed by learners in previous lessons)
4. Three-hole paper punch

INSTRUCTIONAL PROCEDURES

INTRODUCTION

In the previous lesson the learners identified personal strengths in themselves and in others. The purpose of this lesson is to introduce the learner to the idea of personal value clarification.

The process of clarifying one's values is of great importance in developing potentialities. The values identified in this lesson will help the learners to set long-range goals in the next lesson.

Begin the lesson by distributing the *Personal Growth Logbooks* and having the goal follow-up on hand. Have the learners get their *"Goal Setting and Follow-Up" Form* from their logbooks, fill it out, and report to the class on their goals they have set for this day.

Distribute the information sheet *Understanding Values* and show the transparency *Understanding Values*.

Define personal values as what you think is important, desirable, or worthy in your life. Use the transparency *Examples of Values* to help the learners understand the term values.

Ask the learners to give you some examples of values.

Desired responses:

1. *You might value being on a baseball team.*
2. *You might value wearing nice clothes and looking nice.*
3. *You might value building a secret hideout.*
4. *You might value being kind to people and being friendly to them.*
5. *You might value being in the school band.*
6. *You might value your hobby of building models.*
7. *You might value going fishing or hunting.*

After the learners have had the opportunity to respond, tell them that in today's lesson they will be trying to think of some of their own values.

TASKS

Tell the learners that it is helpful for them to try to identify their values because this helps them to learn more about themselves and to help them to live their lives better.

Distribute the worksheet *Values Clarification* and have the learners complete it.

While the learners are working on the *Values Clarification* worksheet the instructor should help any learners who are having difficulty.

After the learners have had time to complete their worksheets, share with the learners your values that you listed on your worksheet. Tell the class your values, then ask for volunteers to share some of their values with the class.

Explain that the following rule applies: Rule: Any learner who does not want to publicly talk about his values has the right to say, "I pass."

SUMMARY

Show the transparency *Understanding Values* and review it with the learners. Ask for definitions of the term personal values and more examples that they can give after completing the worksheet.

Ask the learners to put their *Values Clarification* worksheet in their logbook and get out the *Goal Setting Form* to set a goal to be achieved by the next lesson.

Tell the learners that in the next lesson they will learn a method to set long-range goals, and thus begin to do something to take action on their personal values.

ASSESSMENT PROCEDURES

DESCRIPTION

The *Values Clarification* worksheet completed by the learners during the lesson will assess achievement of the objective.

Assessment Procedures

DIRECTIONS

Check to see that the learner has listed more than one of his personal values in the order of importance to him.

KEY

Instructor's satisfaction

Date_____

Lesson 7

ASSESSMENT ITEM

PRODUCT ASSESSMENT FORM

PERSONAL VALUE CLARIFICATION

Check to see that the learner has listed more than one of his personal values and in the order of importance to him.

NAME	CHECK HERE IF PERSONAL VALUES ARE LISTED	COMMENTS

UNDERSTANDING VALUES

INFORMATION SHEET

YOUR VALUES ARE WHAT YOU THINK IS IMPORTANT, DESIRABLE, OR WORTHY IN LIFE.

VALUES SHOW HOW YOU WANT TO LIVE YOUR LIFE, WHAT YOU WANT TO DO IN YOUR LIFE.

VALUES DETERMINE WHAT KIND OF PERSON YOU WANT TO BE.

VALUES DETERMINE WHAT YOU WOULD LIKE TO HAVE OR TO OWN, WHERE YOU WOULD LIKE TO LIVE, WHO YOU WOULD LIKE TO MARRY, ETC.

EXAMPLES OF VALUES

YOU MIGHT VALUE BEING STRONG, RUNNING FAST, PLAYING THE PIANO, ABLE TO DO KARATE, ETC.

YOU MIGHT VALUE HAVING GOOD HEALTH, FEELING GOOD, BEING HAPPY.

YOU MIGHT VALUE HAVING A GOOD FRIEND, OR SEVERAL FRIENDS.

YOU MIGHT VALUE CERTAIN CAREERS SUCH AS BEING A PILOT, OR DOCTOR, OR BRICKLAYER, OR HOUSEBUILDER.

YOU MIGHT VALUE BEING IN BUSINESS FOR YOURSELF, BEING YOUR OWN BOSS.

YOU MIGHT VALUE HAVING SOME THINGS LIKE: LOTS OF MONEY, A TEN SPEED BICYCLE, A BIG CAR.

YOU MIGHT VALUE BEING ABLE TO WORK INDOORS, OR OUTDOORS, OR WITH PEOPLE, OR ALONE.

YOU MIGHT VALUE LIVING IN A BEAUTIFUL PLACE.

YOU MIGHT VALUE BEING ABLE TO HELP OTHER PEOPLE LIKE WORKING IN A HOSPITAL.

YOU MIGHT VALUE BEING SOMETHING LIKE: CLASS PRESIDENT, CLASS SECRETARY, OR CLUB PRESIDENT.

YOU MIGHT VALUE SOMETHING LIKE: BEING HONEST, BEING DEPENDABLE, NOT CAUSING TROUBLE, BEING HELPFUL TO PEOPLE.

UNDERSTANDING VALUES

INFORMATION SHEET

YOUR VALUES ARE WHAT YOU THINK IS IMPORTANT, DESIRABLE, OR WORTHY IN YOUR LIFE.

VALUES SHOW HOW YOU WANT TO LIVE YOUR LIFE, WHAT YOU WANT TO DO IN YOUR LIFE.

VALUES DETERMINE WHAT KIND OF PERSON YOU WANT TO BE.

VALUES DETERMINE WHAT YOU WOULD LIKE TO HAVE OR TO OWN, WHERE YOU WOULD LIKE TO LIVE, WHO YOU WOULD LIKE TO MARRY, ETC.

EXAMPLES OF VALUES

YOU MIGHT VALUE BEING STRONG, RUNNING FAST, PLAYING THE PIANO, PERFORMING KARATE, ETC.

YOU MIGHT VALUE HAVING GOOD HEALTH, FEELING GOOD, BEING HAPPY

YOU MIGHT VALUE HAVING A GOOD FRIEND OR SEVERAL FRIENDS

YOU MIGHT VALUE CERTAIN CAREERS SUCH AS BEING A PILOT, DOCTOR, BRICKLAYER, OR HOUSEBUILDER

YOU MIGHT VALUE BEING IN BUSINESS FOR YOURSELF; BEING YOUR OWN BOSS

YOU MIGHT VALUE HAVING SOME THINGS, SUCH AS MONEY, A TEN SPEED BICYCLE, OR A BIG CAR

YOU MIGHT VALUE BEING ABLE TO WORK INDOORS, OUTDOORS, WITH PEOPLE, OR ALONE

YOU MIGHT VALUE LIVING IN A BEAUTIFUL PLACE

YOU MIGHT VALUE BEING ABLE TO HELP OTHER PEOPLE LIKE WORKING IN A HOSPITAL

YOU MIGHT VALUE BEING SOMETHING, SUCH AS CLASS PRESIDENT, CLASS SECRETARY, OR CLUB PRESIDENT

YOU MIGHT VALUE SOMETHING, SUCH AS: BEING HONEST, BEING DEPENDABLE, BEING GOOD, BEING HELPFUL TO PEOPLE

NAME_____

DATE_____

Lesson 7

VALUES CLARIFICATION

WORKSHEET

The following questions are meant to help you decide what some of your personal values are:

1. What three thing would you like your friends to say about you?

   a._____

   b._____

   c._____

2. If you had only three wishes, what would you wish?

   a._____

   b._____

   c._____

3. Tell five things that would describe a perfect place in which to live.

   a._____

   b._____

   c._____

   d._____

   e._____

4. What are any five things you would like to own?

   a._____

   b._____

   c._____

d. _____

e. _____

5. What makes you happiest? _____

_____

_____

6. What makes you saddest? _____

_____

7. How would you spend $100 in the next two months?

_____

_____

_____

8. Which of the answers to items 1-7 is the most important thing that you want to have, to do, or to be. This is your number one value. _____

_____

_____

9. Which of the answers you have listed in questions 1 through 7 is the second most important thing that you want to have, to do, or to be. This is your number two value. _____

_____

_____

10. Now repeat as many more values as you can. List your number three value, number four value, etc.

_____

_____

_____

LONG-RANGE GOAL SETTING

LESSON EIGHT

CONCEPTS

A goal which must be broken down into two or more short-range goals is considered a long-range goal.

Long-range goal setting can help a person develop his potentialities.

PERFORMANCE OBJECTIVE

The learner will write personal long-range goals each of which has the following characteristics:

1. *States specifically what the learner wants to have, to do, or to be.*
2. *States a definite time the goal will be achieved.*
3. *States in terms of his own values, satisfactions, or strengths.*

LESSON TIME

60 minutes

NEW VOCABULARY

Long-Range Goal - a goal which must be broken down into short-range goals before it can be accomplished

Prerequisite Knowledge

Knowledge of short-range goal setting, and lists of happy times, successes and achievements, personal values, and strengths.

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Transparency masters: 1. *Understanding Long-Range Goals* 2. *Examples of Long-Range Goals* 3. *Long-Range or Short-Range?* Worksheet: *Long-Range Goal Setting* Assessment item: *Product Assessment Item*	Overhead projector Marker *Personal Growth Logbook* Three-hole paper punch

Instructor Preparation Tasks

Write down one or more long-range goals that you would like to do.

Prepare the following transparencies:

1. *Understanding Long-Range Goals*
2. *Examples of Long-Range Goals*
3. *Long-Range or Short-Range?*

Duplicate a copy of *Long-Range Goals Setting* for each learner.

Duplicate a copy of the *Product Assessment Form* for the instructor's use.

Acquire the following items:

1. Overhead projector
2. Marker for use with the transparencies
3. *Personal Growth Logbook* (developed in previous lessons)
4. Three-hole paper punch

Instructional Procedures

INTRODUCTION

In the previous lesson the learners identified items that were most important to them and listed their most important personal values.

The purpose of this lesson is to give the learners the opportunity to review all of the information they have developed in their *Personal Growth Logbooks* and to use this information to set long-range goals.

Distribute the *Personal Growth Logbooks* and have the goal follow up as usual. Have the learners get their *Goal Setting and Follow-Up Form* from their logbooks. Complete the worksheet and report to the class on the goals they have set for this day.

Introduce the lesson by showing the transparency *Understanding Long-Range Goals*. Define a *long-range goal* as any goal which must be broken down into short-range goals before it can be achieved. Remind the learners that a short-range goal is ALWAYS something one wants to do. However, a long-range goal can also be something you want to have, or to be, or to do.

Show the transparency *Example of Long-Range Goals* and use it to illustrate the idea that the long-range goal, such as own a ten-speed bike by September 1, is something a person wants to own, and is, therefore, a long-range goal. Point out that the long-range goal can be broken down into several short-range goals. That is, there are several things that the person might do in order to accomplish the long-range goal of owning a bicycle. Use the transparency *Understanding Long-Range Goals* and *Examples of Long-Range Goals* to emphasize that if a goal is too large to be completed in a week or so, then it is a long-range goal. Also if a goal is something that you want to

be (such as stronger), or to have (such as a bicycle) then it is a long-range goal.

Ask the learners to tell you examples of other short-range goals that might be set to help achieve the long-range goal of owning a ten-speed bicycle.

Possible responses:

1. *Deliver newspapers*
2. *Mow lawns*
3. *Take out trash for people in the neighborhood*
4. *Enter a contest*

Show the overhead *Long-Range or Short-Range?*, and have the learners tell whether each statement is a long-range or short-range goal. The key to deciding on each statement is: "Must this goal be broken down into short-range goals in order to be achieved?" If the answer is "yes," then it is a long-range goal.

Desired responses:

1. *"To play at Sue's house tomorrow." This is a short-range goal. It could be done without setting long-range goals.*
2. *"To ride to Aaron's house and play basketball." This is a short-range goal assuming that one does not need to set other short-range goals prior to riding to Aaron's house.*
3. *"To own a ten-speed bike by September 1." This is a long-range goal since there are several things that would need to be done prior to getting the bike.*
4. *"To have more friends by the end of the semester." This is a long-range goal since there would be several short-range goals that would need to be set before this goal could be accomplished.*
5. *"To tell my mother I appreciate what she does for me." This is a short-range goal assuming that the persons mother is nearby or that other short-range goals do not need to be accomplished before doing this.*
6. *"To be in the school play." This is a long-range goal since short-range goals such as talking to the necessary people, learning parts, rehearsing, practicing for certain parts, etc., would have to be accomplished first.*

7. *"To hike to White Mountain by noon Saturday." This may either be a long-range or a short-range goal depending on what must be done prior to going. It might also depend on how high White Mountain is and other similar factors.*
8. *"To condition myslef to do ten chin-ups." This may either be a short-range or a long-range goal. It could depend on how many chin-ups he can do now. If he can do ten chin-ups now, no short-range goal should need to be set. However, if he can only do one chin-up now, he may have to set several short-range goals before he can achieve the long-range goal of doing ten chin-ups.*

Tell the learners that today they will be able to set some long-range goals that can help them to do what they want to with their lives and can help them to develop their potentialities.

Distribute the *Long-Range Goal Setting Form*, and have the learners look through their logbook to remind themselves of their happy times, successes, achievements, strengths, and their personal values. Remind them that all of these lists should give them ideas as to possible long-range goals they might set. For example if they had a "happy time" of spending a summer at their grandfather's house, perhaps they can set that as their long-range goal. Write as many short-range goals as they can think of in order to accomplish their long-range goal.

While the learners are completing their forms, provide assistance to any learner who is having difficulty.

After the learners have completed one or more goals, ask for volunteers to share their long- and short-range goals with the class. Remind the learners that the rule of "I Pass" still holds for anyone who does not want to share his goals with the class.

SUMMARY

Review with the learners the idea that writing down their happy times, successes and achievements, their strenghts, others' strengths, personal values and setting long- and short-range goals, all help them develop their talents and abilities and, therefore, accomplish what they want to with their lives.

Emphasize to the learners for encouragement to continue in their efforts at developing their potentialities. Ask the learners to tell you ways that they can keep trying to develop their potential. As they give their responses, list them on the transparency *Long-Range or Short-Range?*

Possible responses:

1. *Keep setting your short-range goals.*
2. *Keep writing down your successes and strengths in your logbook.*
3. *Put pictures and other momentos in your logbook to remind you of your potentialities.*
4. *Have a friend or your parents remind you to look at your logbook and to set goals on a regualr basis.*
5. *Ask your instructor to continue having goal follow-ups for you.*
6. *Arrange with a friend to work with you to keep up your logbook and set goals.*

Tell the learners that if they can learn to set both short- and long-range goals, and keep trying to find out their potentialities, that they will be doing something that most adults have never heard of. Tell them that by learning to set goals now that they will have a much better chance of setting goals when they are an adult.

Encourage the learners to do all they can to keep setting goals and offer any assistance to them.

Assessment Procedures

DESCRIPTION

The *Long-Range Goal Setting Form* completed by the learners during the lesson will assess achievement of the objective.

DIRECTIONS

The instructor will use the following criteria to assess the long-range goals set by the learner:

1. The goal should state specifically what the learner wants to have, to do, or to be.

2. The goal should state a definite time it will be achieved.
3. The goal should be stated in terms of the learner's own values, satisfactions, or strengths.

KEY

Instructor's satisfaction

Date_____

Lesson 8

ASSESSMENT ITEM

PRODUCT ASSESSMENT FORM

LONG-RANGE GOAL SETTING CHECKLIST FOR THE INSTRUCTOR

Each goal should be checked for the following criteria:

1. The goal should state specifically what the learner wants to have, to do, or to be.
2. The goal should state a definite time it will be achieved.
3. The goal should be stated in terms of the learner's own values, satisfactions, or strengths.

NAME	CHECK HERE IF LONG-RANGE GOALS ARE LISTED SATISFACTORILY	COMMENTS

UNDERSTANDING LONG-RANGE GOALS

A LONG-RANGE GOAL IS ANY GOAL WHICH MUST BE BROKEN DOWN INTO SHORT-RANGE GOALS BEFORE IT CAN BE ACHIEVED.

IF THERE ARE SOME THINGS YOU MUST DO BEFORE YOU CAN ACHIEVE A GOAL, THEN THAT GOAL IS A LONG-RANGE GOAL.

IN ORDER TO ACCOMPLISH A LONG-RANGE GOAL, YOU NEED TO WORK TOWARD IT BY SETTING SEVERAL SHORT-RANGE GOALS.

A LONG-RANGE GOAL IS ANYTHING THAT YOU WANT TO HAVE, TO DO, OR TO BE; WHILE A SHORT-RANGE GOAL IS SOMETHING YOU WANT TO DO IN ORDER TO ACCOMPLISH A LONG-RANGE GOAL.

EXAMPLES OF LONG-RANGE GOALS

LONG-RANGE GOAL: TO OWN A TEN-SPEED BIKE BY SEPTEMBER 1.

	SHORT-RANGE GOAL	HOW MUCH OR HOW MANY	DONE BY WHEN
1.	Ask some people for a job.	At least five people	Saturday night
2.	Go look at some ten-speed bikes.	Check price at two stores	Next week
3.	Ask my dad for jobs to earn money.	Ask for at least an hour job.	Tonight
4.	Ask my neighbors if I can do something for them to earn money.	See ten neighbors	July 10
5.	Ask my parents for ideas on how to make money for my bike.	Get at least three ideas as possible	This afternoon
6.	Save the money I earn.	Save at least 80 percent of every dollar.	In time to buy my bike as soon as possible
7.	Ask my parents if I can sell my old model airplanes, wagon, radio, and toys.	Set price and decide what to sell	Today

---

LONG-RANGE GOAL: TO BE IN THE SCHOOL PLAY.

	SHORT-RANGE GOAL	HOW MUCH OR HOW MANY	DONE BY WHEN
1.	Talk to the instructor to find out who to see about the play.	Get as many names as possible.	Today
2.	See other people who could help me get in the play.	See people instructor suggests	Tomorrow
3.	Get a copy of the script of the play	Get one copy	Next Friday
4.	Read the Play	Read entire play	March 1

LONG-RANGE OR SHORT-RANGE?

IF A GOAL MUST BE BROKEN DOWN INTO SHORT-RANGE GOALS IN ORDER TO ACHIEVE IT, THEN IT IS A LONG-RANGE GOAL.

TELL WHETHER EACH OF THE FOLLOWING IS A SHORT-RANGE, OR LONG-RANGE GOAL.

TO PLAY AT SUE'S HOUSE TOMORROW.

TO RIDE MY BIKE TO AARON'S HOUSE AND PLAY BASKETBALL.

TO OWN A TEN-SPEED BIKE BY SEPTEMBER 1.

TO HAVE MORE FIRENDS BY THE END OF THIS SEMESTER.

TO TELL MY MOTHER THAT I APPRECIATE THE GOOD THINGS SHE DOES FOR ME.

TO BE IN THE SCHOOL PLAY THIS YEAR.

TO HIKE ALL THE WAY UP WHITE MOUNTAIN BY NOON SATURDAY.

TO BE ABLE TO DO TEN CHIN-UPS BY MAY 1.

TO LEARN TO PAINT WITH OIL PAINTS.

TO BE STRONGER.

TO GET BETTER GRADES IN SCHOOL.

TO DO FIVE PROBLEMS IN MY ARITHMETIC BOOK BY TOMORROW NIGHT.

TO BUILD A TREE HOUSE.

TO GO TO MY UNCLES AND GET ALL THE WOOD FOR THE TREE HOUSE.

TO NOT FIGHT WITH MY BROTHER.

TO LEARN TO PLAY THE PIANO.

TO PRACTICE THE PIANO FOR 20 MINUTES.

TO WAX THE CAR.

Name_____

Date_____

Lesson 8

LONG-RANGE GOAL SETTING

UNDERSTANDING LONG-RANGE GOALS

1. A LONG-RANGE GOAL IS ANY GOAL WHICH MUST BE BROKEN DOWN INTO SHORT-RANGE GOALS BEFORE IT CAN BE ACHIEVED.
2. IF THERE ARE SOME THINGS YOU MUST DO BEFORE YOU CAN ACHIEVE A GOAL, THEN THAT GOAL IS A LONG-RANGE GOAL.
3. IN ORDER TO ACCOMPLISH A LONG-RANGE GOAL, YOU NEED TO WORK TOWARD IT BY SETTING SEVERAL SHORT-RANGE GOALS.
4. A LONG-RANGE GOAL IS ANYTHING THAT YOU WANT TO HAVE, TO DO, OR TO BE; WHILE A SHORT-RANGE GOAL IS SOMETHING YOU WANT TO DO IN ORDER TO ACCOMPLISH A LONG-RANGE GOAL.

LONG-RANGE GOALS				
WHAT I WANT TO DO:		HOW MUCH, HOW MANY, OR HOW WELL		WHEN I WILL BE DONE:

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